

LIBRARY  
OF THE  
UNIVERSITY  
OF ILLINOIS

C

C 12 u s H


1929/30-1934/35











Digitized by the Internet Archive  
in 2023 with funding from  
University of Illinois Urbana-Champaign





sH-  
30

# Santa Barbara State Teachers College

Santa Barbara, California

THE LIBRARY OF THE

DEC 3 - 1929

UNIVERSITY OF ILLINOIS

## Circular of Information and Announcement of Courses

1929-30



CALIFORNIA STATE PRINTING OFFICE  
SACRAMENTO, 1929





# Santa Barbara State Teachers College

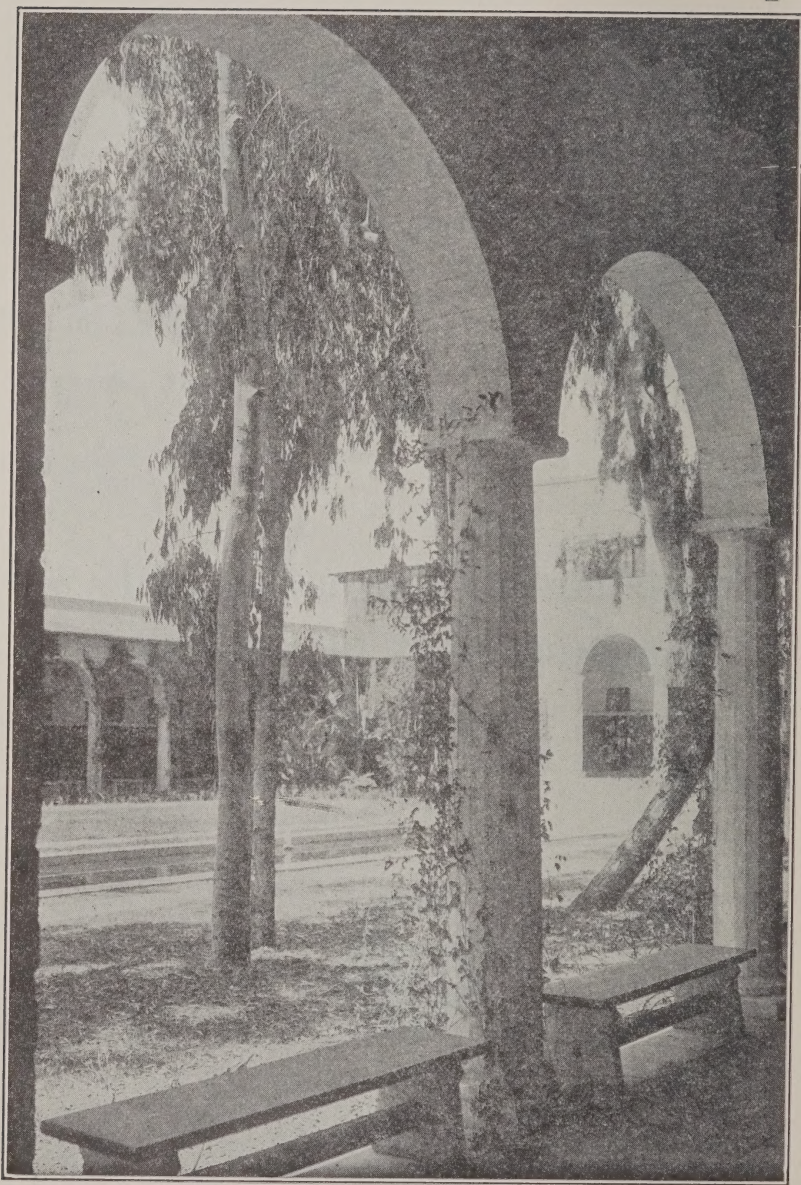
Santa Barbara, California



THE LIBRARY OF THE  
DEC 3 - 1929  
UNIVERSITY OF ILLINOIS

## Circular of Information and Announcement of Courses 1929-30





VIEW OF INTERIOR COURT, MAIN BUILDING.



## CALENDAR FOR 1929-1930

### SUMMER SESSION

July 1, Monday-----Session Opens  
August 9, Friday-----Session Closes

### FIRST SEMESTER

September 12, Thursday.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

Entering freshmen should be present for preliminary consultation with the Deans concerning living quarters, board, work, or other matters, which must be attended to before the rush of registration.

September 13, Friday.

Appointments for entering freshmen:

9 a.m. Consultation with the Deans.

10 a.m. to 12 m. College aptitude test in the auditorium.

1 to 4 p.m. Consultation with department heads in the library.

Registration and medical examination.

September 14, Saturday.

Appointments for entering freshmen:

9 a.m. Registration.

10 a.m. to 12 m. Subject A (English Composition) examination in the auditorium.

1 to 4 p.m. Consultation with department heads, registration, and medical examinations.

Appointments for student teachers:

9 a. m. to 12 m. Conference of student teachers with supervisors.

September 16, Monday.

Registration of all returning students. A fee of \$2 is charged for late registration. (No student may register later than Saturday noon, September 28.)

September 17, Tuesday.

Instruction begins in all departments.

November 28 to December 1-----Thanksgiving vacation

December 14 to December 29-----Christmas vacation

January 31, 1930-----First semester closes

JUL 7 1930

## SECOND SEMESTER

February 1, 1930, Saturday.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

10 a.m. to 12 m. Subject A (English Composition) examination in the auditorium.

February 3, Monday.

Registration of all students. (A fee of \$2 is charged for late registration. No student may register later than Saturday noon, February 15.)

February 4, Tuesday.

Instruction begins in all departments.

April 12 to 20-----Easter vacation

June 13, Friday-----Second semester closes

## OFFICIAL DIRECTORY

---

SANTA BARBARA STATE TEACHERS COLLEGE

Administered Through

DIVISION OF NORMAL AND SPECIAL SCHOOLS

of the

STATE DEPARTMENT OF EDUCATION

VIERLING KERSEY, Superintendent of Public Instruction-----  
-----Ex Officio Director of Education  
SAM H. COHN-----Deputy Director of Education

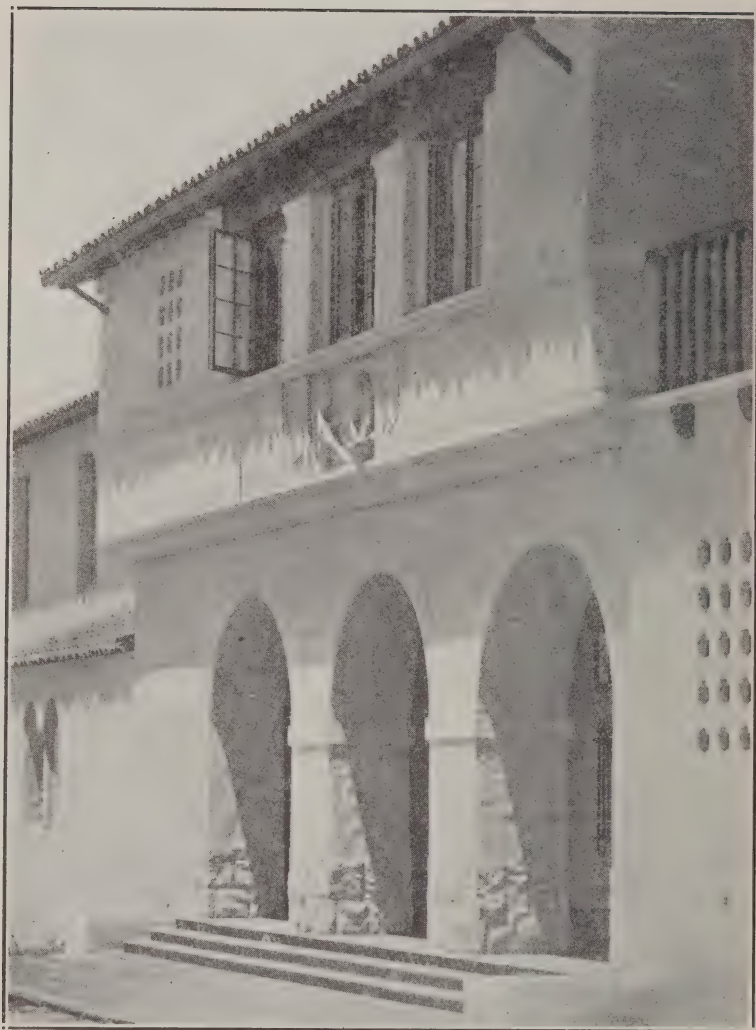
### State Board of Education

C. L. McLANE, *President*.

E. P. CLARKE	GORDON GRAY
ALLEN T. ARCHER	MRS. AMY S. STEINHART
MRS. IRENE HEINEMAN	CHARLES ALBERT ADAMS
MRS. DAISIE L. SHORT	MRS. MINNIE B. BRADFORD
MRS. MARY ROBERTS COOLIDGE	

### Officers of Administration

CLARENCE L. PHELPS-----	President
CHARLES L. JACOBS-----	Dean of Upper Division
WILLIAM H. ELLISON-----	
-----	Acting Dean of Lower Division, Acting Dean of Men
MILDRED C. PYLE-----	Dean of Women
JANE CUSHING MILLER-----	Registrar
WILMA ELIZABETH LOWSLEY-----	Financial Secretary
KATHERINE FAIRCHILD BALL-----	Librarian
IRENE W. CLOW-----	Secretary to the President



ENTRANCE TO ADMINISTRATION BUILDING.



## FACULTY 1928-29

- Clarence L. Phelps, B.A., M.A. (Stanford); additional graduate work at Stanford-----*President*
- Ednah Rich Morse-----*President Emeritus*
- William Ashworth, B.A. (Dartmouth); M.A. (Stanford); additional graduate work at University of California---*Dean of Lower Division; Dean of Men; Head of English Department* (Leave of Absence)
- Katherine Fairchild Ball, B.A. (Pomona); certificate University of Pittsburgh; graduate Los Angeles Library School-----*Librarian*
- Helen M. Barnett, University of Chicago; Santa Barbara State Teachers College, certificate; University of California, B.A.; graduate work at Stanford; special work in voice production with MacBurney Studios, Chicago; John Smallman, Los Angeles; William Shakespeare, London-----*Director of Music*
- W. D. Bennett, practical experience in ornamental iron work and structural iron work and structural steel construction-----  
-----*(Part time) Forging and Welding*
- Elizabeth Bishop, B.S. (Teachers College, Columbia); M.A. (University of California)-----  
-----*Director of Research Education* (Leave of Absence)
- Alice V. Bradley, B.S. (Wisconsin); additional graduate work University of Chicago and University of California---*Home Economics*
- Margaret M. Burke, B.A. (Pomona College)-----  
-----*Assistant Supervisor College Elementary School*
- Ettore Cadorin, Royal Academy, Venice; student with Rodin, Paris; lecturer in America for Italian government-----  
-----*(Part time) Cast and Life Drawing; Sculpture*
- Austine I. Camp, Wellesley College-----*(Part time) Weaving*
- Lewis C. Carson, B.A. (Universities of Michigan and Harvard); M.A. (Universities of Michigan and Harvard); Ph.D. (Harvard)-----*Psychology and Philosophy*
- Walter L. Cheever, Boston Museum of Fine Arts; student of Tarbell and Benson-----*(Part time) Art*
- Edith O. Churchill, B.A. (Santa Barbara State Teachers College)-----  
-----*(Part time) Cafeteria*
- Florence L. Clark, B.A. (Pomona); State Teachers College, Santa Barbara; M.A. (Columbia)-----*Home Economics*
- Mary E. T. Croswell, Pratt Institute; portrait study with John M. Clawson; sculpture with Herbert Adam; design with Arthur W. Dow-----*Head of Art Department*
- Harold McDonald Davis, B.S. (University of Illinois); M.A. (Stanford)-----*Head of Physical Education Department*
- Robert Mills Delaney, University of Southern California; University of Paris (Sorbonne); student of Arthur Honegger; Ecole Normale de Paris-----*Music*
- Ruth Doolittle, B.A. (Santa Barbara State Teachers College)-----  
-----*(Part time) Art*
- Charlotte P. Ebbets, graduate Pratt Institute; special work, Teachers College, Columbia; Harvard Extension-----  
-----*Head of Home Economics Department*
- William H. Ellison, B.A. (Randolph-Macon); M.A., Ph.D. (California)-----*Head of Social Science Department*

- Emanuel E. Ericson, B.S. (The Stout Institute); additional work University of California; practical experience in cabinet making, building construction, and drafting; editorial work Industrial Education Magazine---*Head of Department of Industrial Education*
- \*A. Grant Evans, LL.D. (Oklahoma)---(Part time) *English; Philosophy*
- Frank Leo Fenton, B.A., M.A. (Stanford)-----*English*
- Isabel Morton Fish, Graduate School of Museum of Fine Arts, Boston; graduate Evening School of Drawing, Boston-----  
-----*(Part time) Art*
- Winifred M. Frye, B.S. (Milwaukee-Downer); additional work University of Chicago; Columbia Commonwealth Art Colony-----  
-----*Home Economics; In Charge of Household Art*
- Paul Herbert Gerrish, B.S. (Dartmouth); Ed.M. (Harvard)-----  
-----*Physical Education*
- Fred L. Griffin, graduate Mechanics Institute, Rochester; B.A. (Santa Barbara State Teachers College); additional work Syracuse University and Montana State College; practical experience Franklin Automobile Factories; engineering department Duluth Shipyards-----*Woodwork; Sheet Metal*
- Charles L. Jacobs, B.A. (Columbia); M.A. (Stanford); Ph.D. (Columbia)-----  
-----*Dean of Upper Division; Head of Education Department*
- Roy Lawhorne, Commercial Artist-----*(Part time) Art*
- Edith M. Leonard, B.E. (Chicago Academy and National Kindergarten and Elementary College, Chicago); additional work at University of California and Pomona College-----  
-----*Supervisor College Elementary School*
- Florence W. Lyans, Pratt Institute; University of Chicago School of Fine and Applied Arts; B.A. State Teachers College, Santa Barbara; (Part time) College Elementary School-----  
-----*Frechand Drawing; Industrial Education Department*
- Calvin McCray, B.A. (University of Southern California)-----  
-----*(Part time) Scouting*
- Edward L. Markthaler, M.D. (Columbia)-----*Health Education*
- Nettie Augusta Maurer, B.S. (Teachers College, Columbia); M.A. (University of California)---*Supervisor College Elementary School*
- William Clarence Maxwell, B.A., M.A. (Stanford); Ph.D. (University of Washington)-----*English*
- Charles Meredith, Director Lobero Theatre-----*(Part time) Art*
- Jane Cushing Miller, Wittenberg College-----*Registrar*
- William W. Peters, B.A., M.A. (Knox); M.S. (Illinois); additional graduate work in Electrical Engineering at Illinois and in Physics at University of California-----  
-----*Physics; Mathematics; Electricity*
- Elsie A. Pond, B.A., M.A. (Stanford); additional graduate work at University of Colorado-----*Supervisor College Junior High School*
- Laura Specht Price, B.A. (University of Minnesota); M.A. (Stanford)-----*Education; Director of Elementary Teacher Training*
- Mildred C. Pyle, B.A. (Western College, Oxford, Ohio); M.A. (University of California); additional work at Columbia-----  
-----*Dean of Women; Social Science*

- Eda Ramelli, B.A. (California); M.A. (Stanford); two years foreign study-----*Modern Languages*
- William L. Rust, trained in Engineering, Birmingham, England, and Dunkerque, France; practical experience as Chief Engineer; proprietor, machine shop and commercial garage; master mechanic and engineer, Loughhead Aircraft Company (Santa Barbara)-----*Automotive Theory and Repair; Machine Shop; Electricity*
- D. Howard Schauer, B.A. (Midland College, Kansas); practical printer; proprietor Schauer Printing Studios, Santa Barbara-----*(Part time) Printing*
- Wilbur A. Selle, B.A. (Occidental); M.A. (Stanford); graduate work (Stanford); government research in Biology; medical research at Potter Clinic, Santa Barbara-----*Science (Leave of Absence)*
- Hazel W. Severy, B.A., M.A. (Stanford); D.Sc.O. (College of Osteopathic Physicians and Surgeons); research work-----*Head of Science Department*
- Marion Simonson, B.A. (University of Wisconsin); M.A. (Teachers College Columbia University)-----*Science*
- Roy L. Soules, B.A. (State Teachers College, Santa Barbara)-----*(Part time)*  
*Supervision of Practice Teaching, Industrial Education Department*
- Edward S. Spalding, McKenzie School and Y. M. C. A.-----*(Part time) Physical Education*
- Margery Stone-----*Physical Education*
- Gladys Van Fossen, B.A. (University of Minnesota); additional work at Columbia and University of Iowa-----*Physical Education for Women*
- Earl Fiske Walker, B.A. (Nebraska Wesleyan University); Ph.G. Nebraska University); M.A. (Nebraska University); additional graduate work at Chicago University and Stanford-----*Science*
- Winifred Weage, B.S. (Washington); M.A. (Columbia)-----*Physical Education*
- Schurer O. Werner, formerly head of Building Construction Department, High School, South Saint Paul, Minnesota; practical experience in Architectural Drawing and Building Construction-----*(Part time) Architectural Drawing; Carpentry*
- Robert Wormser, B.A. (Harvard); additional work at Stanford-----*Supervisor College Junior High School*

#### Assistants

- Otis J. Fisher-----*Assistant in Industrial Education (Printing)*
- Catherine Horsey-----*Assistant in English*
- Gertrude H. Hovey-----*Assistant in Physical Education (Scouting)*
- Wilhelmina Menken-----*Assistant in Registrar's Office*
- Zelma W. Pierce-----*Assistant in Elementary Education and Junior High School Education*
- Pauline Terry-----*Assistant in Library*

## GENERAL INFORMATION

### HISTORICAL

This institution was founded by legislative enactment in 1909, under the name of the Santa Barbara State Normal School of Manual Arts and Home Economics. Its first sessions were held in the Blake Memorial Building of the public schools of the city. Later, the present commanding site was secured. The first buildings were completed and occupied in 1913.

Within the next six years three other buildings had been completed, and the Departments of Art, Physical Education, and Music had been added. In 1919 the legislature added the General Professional Department and changed the name of the institution to The Santa Barbara State Normal School. Again, in 1921, by legislative enactment the institution changed its name to The State Teachers College of Santa Barbara and secured the right to develop courses leading to the B.A. degree upon approval by the State Board of Education.

The institution now grants the B.A. degree in Industrial Education, Home Economics, Elementary Education, and Junior High School Education, Art, English, History, and Physical Education.

The college is a member of the American Association of Teachers Colleges.

### LOCATION

Santa Barbara is a most delightful city of more than 35,000 population. It has one of the most attractive natural settings in the country, and the combination of its scenic beauty and its delightful climate attracts visitors and homeseekers from all parts of the world. It is essentially a city of homes and has a superior type of citizenship, all of which taken together makes it an admirable place in every way for the location of an institution for the training of teachers.

The college is built on a tract of land containing sixteen acres, located on Mission Ridge within the city limits. It overlooks the entire city and commands a view of the Santa Barbara Channel and the islands beyond it. Goleta Valley, with the Pacific Ocean in the distance, spreads out in another direction, while high mountains rising up impressively almost from the campus itself complete the grandeur of the picture which annually delights the thousands of people who come to view it.

### CLIMATE

There is no more equable climate in all California than in Santa Barbara. Intense cold is unknown, excessive heat is rare, and the variation of temperature the year around is moderate in a degree no less wonderful. This fortunate condition is mainly the result of natural environment. Invariably an ocean breeze tempers the summer heat, and the mountains almost encircling the city break the force of the trade winds, while the islands in the channel protect the mainland from the rough winds of the outer ocean.

Official records show that the difference between the mean temperature of summer and winter is only twelve degrees at any one given hour of the day and night. The hottest hours of summer rarely exceed ninety degrees, and the coldest nights seldom register a temperature below thirty-two degrees. There are on an average two hundred and forty clear days during



the year and of the remaining, sixty are wholly cloudy, and sixty-five partially so.

### **BUILDINGS**

The new administration building, which has been occupied since January, 1928, in addition to furnishing commodious and convenient administrative offices, includes an auditorium and the new library. The former main building has been remodeled and re-equipped and is used wholly for classroom and laboratory work. Two buildings are used for shop and laboratory work in Industrial Education the upper containing shops for woodwork, sheet metal, wood finishing, machine shop, forging and welding, foundry and automobile repair; the lower containing rooms for drawing, electricity, printing, automotive laboratory, and a general shop for practice teaching. The college elementary school is housed in three recently constructed frame buildings. A well-equipped gymnasium building serves the physical education interests of the school. The cafeteria building is a practical demonstration plant for the Home Economics Department and serves meals for the entire student body. The music cottage is used by the Department of Music for practice of men's and women's glee clubs, as well as for classes in public school music and private instruction. The new Home Economics building, made possible through an appropriation made by the legislature of 1927, will be completed and in use for the fall of 1929. This building will contain modern facilities and equipment for carrying on Home Economics training under the best conditions and by the most approved methods.

### **LIBRARY**

The library is a collection of more than 12,000 carefully selected books and pamphlets. It consists of well-balanced professional, technical, literary, and reference material, which meets the fundamental requirements in all departments. A children's library of about 1000 volumes is contained in the Elementary and Junior High School. In the development of the library thus far, several private collections of books and materials of great value have been donated by friends of the institution. The "Lincoln Library," which is being provided by a friend of the college, and which occupies a room set apart for it in the new library, now has some seven hundred volumes of carefully chosen books. Other additions to the library, both by gift and purchase, are being made as rapidly as possible.

Carefully selected current periodicals furnish material for the various departments and stimulating reading for the cultural progress of both students and faculty.

### **LECTURES**

The college has a lecture foundation which is administered jointly with the Santa Barbara Museum of Natural History. Under this arrangement lectures of scientific value and general interest are provided at frequent intervals. These lectures are open to students free of charge.

### **THE COLLEGE ELEMENTARY AND JUNIOR HIGH SCHOOL**

The Elementary and Junior High School, located on the campus, is under the direction of the College Department of Education. Here competent supervisors direct the senior student-teaching in the first nine grades.

The school aims to be practical and progressive in its attempt to arouse, guide, and interpret purposeful, self-directed activity on the part of the children. This school procedure functions in the life of the child outside of the school environment as efficiently as within it, and can be carried over into other schools by the graduates of the college.

### SHOPS AND LABORATORIES

The college has the following shops and laboratories:

**Machine Shop**—Equipped with lathes, milling machines, drills, grinders, planers, hack saws, and all other necessary small tools.

**Drafting Room**—Equipped for 18 students, with individual drafting tables, drawing boards, lockers, blueprint facilities, etc.

**Forge Shop and Foundry**—Equipped with various types of forges, a hardening and tempering furnace, a power hammer, a full assortment of hand tools, complete oxy-acetylene welding equipment, and a small cupola with equipment for aluminum casting.

**Automobile Shops**—Two shops completely equipped with demonstration machines and engines, overhead cranes, air compressor, and a full supply of tools for the study and repair of gasoline cars and trucks. There is also an equipment for the study of auto electrics.

**Sheet Metal and Art Metal**—Equipped with stakes, hammers, drills, cutters, brakes, and soldering furnaces. Complete equipment for course in art metal and jewelry.

**Woodworking**—Complete and varied equipment; power lathes, jointer, grinders, planers, saws, etc. Complete facilities for staining, polishing, and finishing in separate room.

**General Shop**—A shop designed for giving practice teaching in industrial education, in several kinds of shop work taken by the students of the college elementary and junior high school.

**Electric Shop**—A special shop in the new shop building with equipment for practical work in electrical construction.

**Printing**—Two power presses, a full complement of type of several styles, paper cutter, stands, and binding equipment.

**Cooking and Dietetics**—One room fitted with ranges, using gas, wood, and coal. Another is fitted with an electric range as well as with gas, and is designed for testing electrical cooking devices. The apparatus is inexpensive. Designed for practical teaching rather than show. Practice dining room in connection. Silver, china, and linen simple but dainty in character. Special practice room for research in dietetics.

**Sewing**—Two rooms fully equipped for sewing, dressmaking, and millinery. A mezzanine floor gives space for fitting, lockers, and individual supplies. A sun room overlooking the city connects with the dressmaking room and furnishes attractive display space.

**Science**—Two main laboratories equipped for work in inorganic, organic, physiological, food, and textile chemistry; for industrial chemistry for men; and for biology, physiological botany, bacteriology, and physiology. Facilities for special experimentation and research work in problems of sanitation and health. Physics laboratory equipped for college courses.

**Weaving**—A collection of the latest type of two-harness and four-harness looms of the Swedish pattern. A number of Barbour looms adapted for the purpose of making linen scrim weaves, silk scarfs and bags. A pergola adjoining the main weaving rooms is fitted with stationary tubs and all necessary utensils for the dyeing of materials used in the weaving courses.

**Pottery**—A complete equipment, including a kiln.

**Cafeteria**—Completely equipped for class practice and service. Large, attractive dining room. Facilities for service for entire school, as well as for special functions of organizations of the city. Frequently these organizations take advantage of the school dining service by making arrangements for it in advance.

## STUDENT ACTIVITIES

The student body has charge of general matters that pertain to student activities. These activities have two phases, one of which relates to the welfare and happiness of the students themselves, and the other to cooperation with the faculty in the maintenance of the standards and reputation of the school.

All social affairs are administered by a student committee in cooperation with a faculty committee of which the Dean of Women is chairman. Similar committees are in charge of debating, dramatics, public entertainments, etc. Matters pertaining to finance and government are supervised by the president's office either directly or through an appointed representative from the faculty.

Athletics of all kinds for both men and women are encouraged to the extent commensurate with all-round physical development and good academic work. Trained coaches are in charge of all athletic activities.

Several other student organizations have specific aims which will be suggested by the following list:

Associated Women Students; Men's Club; Home Economics Association; Industrial Education Club; Outing (hiking) Club; Student Forum—Literary, Debating, Dramatics; Athletic Association; Alumni Association; Orchestra, Glee Club, Social Science Club, etc.

With the assistance of the organizations, the sympathetic cooperation of the faculty, and the wide opportunities afforded by such a city as Santa Barbara, it is hoped that the student may find all that contributes to a normal, healthy, and joyous life, at the same time that he successfully pursues his studies in his chosen field.

## THE ALUMNI

The Alumni organization is an important factor in the life of the school. Upon graduation, students become eligible to membership. The dues are one dollar per year. Information is collected from all members each year through the questionnaire of the Appointment Secretary. Many new positions are secured for members by this means, and the school is kept fully informed of the activities of its graduates. Alumni reunions are held at intervals in Santa Barbara, and also in such centers as San Francisco, Los Angeles, Sacramento, Stockton, and Bakersfield.

## FINANCIAL ASSISTANCE TO STUDENTS

The college is able to aid deserving students in at least three ways:

(1) By securing work for those who need to earn a part of their expenses.

Work can usually be secured, but students coming to the college for the first time should, if possible, have sufficient resources to maintain themselves for an initial period while looking for work. Positions for women in private homes where they can earn board and room are always available. It is often possible to secure other positions, including secretarial work, clerking, tutoring, caring for children, etc. (It will be advisable to communicate with the Deans with reference to the opportunity for employment before arrival.)

(2) By arranging loans of money.

There are two funds from which loans may be secured: (a) The Ednah Rich Fund, established by the founder of the college. This fund is to be used for small emergency loans to students to meet unexpected expenses. These loans do not usually exceed thirty dollars. No interest is charged and they are usually for short time loans. Applications for such loans should be made to the Deans. (b) The Santa Barbara Student Loan Fund is available to deserving students for larger loans. A very low rate of interest is charged and the student is expected to repay after he has completed his training and is earning. Applications for these loans should be made to the president of the college. In the case of both work and loans, students with advanced standing are favored, although to date it has not been necessary to refuse a loan on account of lack of funds.

(3) By providing hospital fund insurance.

The payment of a nominal fee assures the student of hospital care during illness, without cost up to certain limits, and at reduced costs for additional time.

## LIVING ARRANGEMENTS

Living arrangements for students whose homes are not in Santa Barbara are made through the offices of the Deans. Board and room for students can be secured in private homes at rates ranging, according to type of accommodations, from \$40 to \$45 per month for two meals on college days and three on Saturdays and Sundays. The midday meal is furnished approximately at cost by the college cafeteria. Apartments and housekeeping rooms can be secured at varying rates. By sharing apartments, living accommodations can be secured at a minimum cost of \$10 per student. The average cost for running expenses (including light, heat, and food), per student, ranges from \$20 per month up. Women students desiring to arrange housekeeping in groups, consult with the office of the Dean of Women and secure a responsible person to act as supervisor of the group.

Suitable opportunities can usually be found for those who desire to be self-supporting while in college. Many women students find it desirable to assist with housework in private homes in exchange for board and room. Especial care is taken to make these situations pleasant.

Pending permanent location of women students the Santa Barbara Recreation Center will furnish inexpensive accommodations if desired.



## PHYSICAL EDUCATION

The requirements are specified in the detailed statement of each course. As nearly as possible all types of activity are provided for each student during his stay in college. Unit requirements are not lessened by sport participation except as provided for by the course requirement.

Sport seasons include such as baseball, basket ball, football, track, volley ball, tennis, etc. Contests for men with other colleges and intramural contests for both men and women are features of the year's activities.

All students are expected to register with the Physical Education Department upon their entrance to the college. A medical examination is required of all students as an entrance requirement. The college arranges for such an examination at a minimum cost to the student.

In addition to furnishing activity courses for all students in the college, the Physical Education Department offers major and minor work in physical education for students who expect to make this field their life work.

The college is in the process of acquiring an excellent athletic field in Mission Canyon, one-half mile from the campus. The site was originally purchased by friends of the institution and held pending action of the 1929 legislature. In the meantime the sum of \$13,000 was expended from private funds in temporary improvements. With money available from the state the permanent developments will be made within a short time. The college is thus assured of one of the best athletic fields in southern California.

## SOCIAL AND RECREATIONAL ACTIVITIES

There are attractive opportunities for social and recreational activities. At the college there are three chief social agencies: the student body as a whole, the Associated Women Students, and the Men's Club. The faculty also at various times sponsor social events and open their homes to those who attend the college. Among the most enjoyed social activities are trips to the Channel Islands and the various beaches, dancing, stunt parties, automobile sight-seeing trips, bathing, and hiking. During the year plays are given at intervals. The Community Arts Association offers numerous entertainments in drama and music, with productions and concerts regularly each month.

The scenic beauties of Santa Barbara are unique. The mild climate with its continuous good weather attracts distinguished people who have made this their home and through cooperation have developed a community spirit which is already internationally known. There is a flourishing artists' colony and a writers' club, both of which are active in sponsoring the native folklore together with all else which is best in literature and art.

Thus the location of the college is in every way ideal, and, united with high college standards, offers inducements rarely found in such happy combination.

## APPOINTMENT BUREAU

The college maintains an appointment bureau for the mutual service of its graduates and boards of trustees desiring to fill teaching positions. There is no fee for the service rendered, except that students wishing to

avail themselves of the advice and help of the bureau are expected to join an alumni association, for which a fee of \$1.00 is charged. There is no guarantee that positions will be secured, but since no difficulty has been experienced in placing our graduates, a candidate can feel confident of securing a satisfactory position.

The same interest is taken in graduates in service as in those just completing the work of the college. A question blank is sent out each year asking for information concerning the work and prospects of graduates. From the returns the bureau is able to be of service in securing promotions for progressive graduates, a matter quite as important as securing the first position. All candidates are expected to reimburse the bureau for telephone messages and telegrams found necessary by the Appointment Secretary when making efforts in their behalf.

### SUMMER SESSION

The summer climate of Santa Barbara is delightful, and the summer session offers, in addition to the main consideration of educational courses of the highest grade, all of the advantages of a vacation at the seaside or in the mountains. A session is held each year, beginning about two weeks after the close of the regular session. This session is especially designed for the needs of teachers in service, and suggestions are welcomed as to how it can better serve this end.

### FEES

\$1.50 regular semester registration fee.

\$2 fee for late registration.

\$5 fee for semester registration for part-time students carrying six or less semester units.

\$15 summer session registration fee.

A diploma fee (upon graduation) to cover the actual cost of the diploma.

\$1 fee for an additional transcript of record after the first has been issued.

Extension fees by arrangement in each particular case.

\$10 student body fee each semester, as provided by the student body constitution. Payment of this fee entitles the student to entrance to all regular athletic contests, and also to a subscription to the college weekly, *The Eagle*. Payment of this fee in two semesters of any year entitles the student to a copy of the college annual, *La Cumbre*. This fee is collected by the student body treasurer each semester.

Library fee of \$2 each semester to provide funds for maintenance of library.

## **STANDARDS AND REGULATIONS**

### **ADMISSION REQUIREMENTS**

#### **I. General qualifications.**

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the state without restriction.

#### **II. Alternate qualifications.**

a. Graduates of accredited public secondary schools of California, graduates of other secondary schools of California and graduates of schools of secondary grade of other states recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:

(1) **Clear Admission:** High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven, and twelve.)

(2) **Provisional Admission:** High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimations and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests, and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students. At the close of the first semester in residence a complete re-evaluation of the credentials and records of all such students shall be made. Students shall then be granted clear admission, dropped from the college, or for sufficient reason continued as provisional students.

b. Teachers holding valid credentials to teach in any county of the state may be admitted for further study. Such students may become candidates for a degree, only when entrance deficiencies have been duly satisfied, as determined by the faculty of the college.

c. Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the college.

#### **III. Transfers with advanced standing.**

a. Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have



had advanced work in a post-graduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the college.

b. Credits earned by applicants for admission who transfer from junior colleges will be accepted at the State Teachers Colleges for degrees and credentials upon the following basis:

(1) Not more than sixty-four credits of lower division standing may be offered.

(2) No credits for professional courses in education may be offered.

**Records of high school work** should be presented on blanks which may be secured from the registrar's office at the college. Fully qualified students should fill out the "Clear Admission" blank. Students who do not meet the full requirements should use the "Provisional Admission" blank.

**For advanced standing** candidates should present full official transcripts of record for all work they wish to present for evaluation. Such transcripts must be either the originals or copies attested by a notary, and must contain the following information:

1. Names of subjects.
2. Units.
3. Hours per week.
4. Number of weeks.
5. Length of "hour" in minutes.
6. Grade.
7. Key to grading system used when grade was assigned.

### **Examinations at entrance.**

All entering students carrying six or more units of work must take the English A examination, the college aptitude test, and a medical examination. A small fee is charged for each of these examinations. Notice that these examinations are given on the first days of registration, and that they form an important part of the registration.

**Applications for entrance**, accompanied by all necessary information, should be in the hands of the credentials committee by July 15th for the fall semester and by November 15th for the spring semester.

## **CLASSIFICATION OF STUDENTS**

All students are either **regular** or **provisional**. These terms refer to status in the institution, not to programs.

All students entering without advanced standing are, for the first two years, in the Lower Division. Students who, at the time of entry have determined upon their Upper Division major, may affiliate at entrance directly with that department and have their study cards signed by the head of the department in which they choose to register. The degree granting departments are the Home Economics, Industrial Education, Art, Elementary Education, Junior High School Education, Social Science (History), English, and Physical Education. It is advantageous but not necessary to choose one of these departments at the time of entry.

Students who do not choose one of these major fields at time of entry, remain "Lower Division Unclassified" pending such choice. In this case, their study cards are signed by the Dean of the Lower Division.

**Regular students** are defined as students who can fulfill the entrance requirements for "Clear Admission." They are eligible to candidacy for any degree or certificate issued by the college.

**Provisional students** are defined as students who can not fulfill regular college entrance requirements. They are not eligible to candidacy for degrees or regular certificates.

**Provisional students** may attain regular status by earning of as many grade points as units while carrying a program of 12 units or better during either semester of their first year in college. Such students will not be accepted in transfer by the University of California until they have earned 60 units of credit.

**Application for change from provisional to regular status must be made to the credentials committee by petition.**

### **ADVANCED STANDING**

Credit for work taken in other institutions of collegiate grade may be allowed:

1. By transcript of record from approved institutions. (See paragraph on requirements for entrance.)
2. In exceptional cases, by examination. Such cases must have the approval of the head of the department, the instructor concerned, and the credentials committee.
3. In exceptional cases, for experience satisfactory to the department concerned. In no case does credit for experience apply to degree courses except that a maximum of eight units may be applied after examination in lieu of practice teaching. No candidate for a degree in Elementary or Junior High School Education may be graduated without completing satisfactorily a minimum of 2 units of supervised teaching in this institution.
4. No student shall be graduated from any of the degree granting curricula on less than 24 units of work done in residence.

Further information concerning advanced standing may be obtained from the chairman of the credentials committee.

### **SCHOLARSHIP AFTER ENTRANCE**

**I. Scholarship after entrance is rated on a five point scale as follows:**

- A—Superior=1.
- B—Good=2.
- C—Average=3.
- D—Poor, but passing=4.
- F—Failure=5.

### **II. Grade points.**

The quality of a student's work is further expressed in grade points. An A gives three grade points per unit; a B gives two grade points per

unit; a C gives one grade point per unit; a D has no grade point value, and one grade point is deducted for every unit which has the grade F. No student will be graduated whose total grade points do not equal his total units. Standard work is obtaining 16 units with as many grade points per semester. This standard applies to each semester and also as an average standard to be maintained on the entire record of the student. For work marked "Incomplete," "Failed," or "Withdrawn," the student receives neither units nor grade points.

### **III. The count.**

When it is desirable to consider both quantity and quality of work done by the student, as in figuring for probation and dismissal, the count is used.

The count is defined to be the sum of the grade points and the units made by the student.

### **IV. Definition of a unit.**

A semester unit is defined as a course requiring one full period of class work per week with two hours of outside preparation, or if a laboratory subject, three full periods a week taken for not less than eighteen weeks. In physical education, three laboratory hours equal one hour of prepared recitation.

### **V. Units for graduation.**

The number of units required for a degree or for a teaching certificate is 124.

A student must complete 29 units for Sophomore standing, 59 for Junior standing, and 89 for Senior standing.

### **VI. General provisions concerning scholarship.**

1. A student who at the middle of any semester has unsatisfactory grades (D's or F's) in more than fifty per cent of the units originally scheduled on his program card when filed shall be interviewed by the Deans.

2. No person shall be graduated who has not made as many grade points as he has units (an average of "C").

3. No person is admitted to work in supervised teaching whose total average in the institution is below a "C" (that is, whose total grade points are less than his total units). Any person already admitted to teaching whose total average shall fall below "C" is barred from teaching until the "C" average is reestablished.

4. All transcripts of record issued to students who have not attained a graduating average, and those issued to provisional students who have not achieved regular status bear the stamp "On account of low grades, not recommended for transfer."

5. Failure in any course requires repetition of that course the first time it is offered.

6. A student who fails in the first semester of a course may not take the second semester except upon special recommendation of the instructor.

If such a student is allowed to enter a course the second semester and is reported as unsatisfactory at mid-semester he is thereby automatically dropped from the course.

7. Students receiving incompletes or conditions may take the second semester before making up the incompletes **if the instructor approves.**

8. Incompletes not made up within a year become failures.

9. Incompletes must be removed or definitely arranged for by the beginning of the last semester of the senior year.

## **VII. Probation and disqualification.**

1. If, at the end of any semester in college, a student fails to make 22 counts (the sum of units made and grade points), he is placed on probation. At the end of any semester, if the student fails to obtain 10 counts he is disqualified.

2. At the end of the second and any subsequent semester the student's entire record is compared with what would have been obtained had he done standard work. If seriously below standard, the result is probation; if very seriously below, disqualification.

3. Whenever a student is permitted to register for less than 12 units, proportional reduction in requirements is made.

## **VIII. Withdrawals and dropped subjects.**

1. A student withdrawing from a class or from college for any reason should notify the Deans and follow the usual withdrawal procedure.

2. Courses dropped during the first six weeks of a semester are marked "W" or "F" depending on whether the student was doing passing or failing work at the time of withdrawal.

3. Courses dropped during the last six weeks of the semester will be marked "Inc." if of passing grade at the time of withdrawal. Otherwise they will be marked "F."

4. Courses dropped at any other time of the semester will be marked "F."

5. A student desiring to drop a subject which has once been signed for by any instructor on his semester program card, or to take up a new subject after the semester program card has been filed, must apply to the registrar for the requisite blank petition and follow the procedure thereon provided. Permission to change program will be granted only for extraordinary reasons, such as serious illness, etc.

6. A subject irregularly dropped automatically becomes a failure.

## **IX. Special requirements for elementary education and junior high school education students.**

Elementary Education and Junior High School Education students must demonstrate proficiency in penmanship, spelling, arithmetic, United States history, and geography. The required proficiency will be demonstrated by satisfactorily completing the course in such of these subjects as are included in the Elementary Education and Junior High School Education requirements, and by passing standard examinations in other branches. The standard examinations are given twice a year, once each in December and in May.



The course in Arithmetic for Teachers given in this department assumes proficiency in the fundamental operations of arithmetic. A standard examination will be given at the beginning of this course. Students who fail will be required to bring their skill up to standard before admission to the course. A coaching class will be formed for such students when necessary, but since this work is not of college grade, the expense of the coaching must be borne by the students who take it.

### PROGRAMS

With respect to programs, both regular and provisional students are classified either as **full-time** or as **part-time** students. A full-time student is one who is carrying a program of 12 or more units; all others are classified as part-time students.

1. An average program is 16 units per semester, but a maximum of 17 units may be carried without petition and 18 by petition to credentials committee. Those students who are physically below normal are advised to take a maximum program of not more than 14 units.

2. A regular full-time student may not take less than 12 units.

3. A student with a single failure may not take more than 16 units the following semester.

4. A student placed on probation is not permitted to enroll for more than 14 units of work in addition to Physical Education activity.

5. The method of petitioning for units in excess of the normal load (17 units) is as follows:

(a) The student secures a blank petition from the Registrar and fills it as indicated on the petition.

(b) He has it signed by the head of his department and by either the Dean of Men or the Dean of Women.

(c) The department head returns the petition to the registrar, who later reports to the student the action of the credentials committee in the case.

Approval of excess units will be given only where the scholarship of the student indicates his ability to carry the work. Petitions of this type must be filed on or before the Monday of the second week in the semester.

6. A semester program card must be filed not later than Monday of the second week of the semester. Any change after the first week may be made only by petition.

7. For procedure in dropping a subject see VIII: Withdrawals and Dropped Subjects.

### EXAMINATIONS

1. Examination requirements for any semester course shall consist of a minimum of four examinations, each to be given within one of the regular class hours, and distributed throughout the semester at the discretion of the instructor. Irrespective of dates of the examinations, regular class work will continue through the last day of the semester.

2. A student who misses any announced examination is not entitled to special examination except upon request to the Dean of Men or the Dean of Women and the payment of \$1 to the financial secretary. The student will present the receipted permission slip to the instructor at the time of the special examination. The instructor signs the slip and files it with the Dean.

## EXTRA CURRICULAR ACTIVITIES

### I. Public performances.

#### 1. Athletics.

Participation in intercollegiate athletic performances is controlled by the rules governing the Southern California Intercollegiate Athletic Conference, which require at the time of a contest a passing grade in 12 units for the current semester for all participants, one year's residence in the institution the students represent, and college credit for 24 units.

Freshman and varsity teams will be organized in the various sports for intercollegiate competition.

#### 2. Debates, dramatics, glee club and similar activities.

Participation in public performances requires that the student be carrying at least 12 units, and he must have made a grade of C in at least 12 units in the preceding semester, except in the case of entering students, who must be reported passing in 12 units at the time of performance.

### II. Major student offices.

The major student offices are defined to include the following:

Editorship of *La Cumbre* or *Eagle*.

President of the Student Body.

Treasurer of the Student Body.

Social Chairman of the Student Body.

President of Men's or Women's Athletic Association.

President of A. W. S.

President of Sorority or Fraternity.

To be eligible to hold any of these offices, a student must have carried during the preceding semester at least 12 units of work and have made an equivalent number of honor points.

## **ORGANIZATION OF THE COLLEGE**

### **PURPOSE**

"The state teachers colleges are the established institutions under the direction of the Department of Education to carry on, in part or in whole, as they may from time to time be authorized to do, any or all lines of work necessary for the training of the public school teachers of the State of California. They are also authorized to grant baccalaureate degrees." (See bulletin No. H-1 of the California State Department of Education.)

### **ORGANIZATION**

The Santa Barbara State Teachers College is organized on the typical Upper and Lower Division plan, and by departments. The Lower Division is primarily cultural and is fundamental to the professional preparation which takes place mainly in the Upper Division. In the Lower Division, specific requirements set up by the State Board of Education must be met. Also, such selections will be made from the Lower Division offerings as will prepare the student for his desired professional work in the Upper Division.

The Upper Division of the college is intended to extend the cultural development of students and to fulfill the requirements of professional preparation for teaching according to the standards established by the State Board of Education.

### **PROCEDURE OF STUDENTS**

A student on entering the college indicates on his registration card his preference for a certain department and accepts as his official counselor the head of that department. Or, he may express no preference, in which case he accepts the Dean of the Lower Division as his official counselor and is scheduled as Lower Division Academic.

A student in the Lower Division may change his department preference by so indicating on his registration card at the beginning of any semester, but will thereby become subject to the rating which shall be given him by the credentials committee upon evaluation of his previous records in terms of the requirements of the department chosen.

A student in the Upper Division who desires to change his major will consult the Dean of the Upper Division, indicating the change he wishes to make. The Dean of the Upper Division will then confer with the head of the department in which the student is registered, and, upon their agreement as to the desirability of the transfer, may approve the change. The credentials committee, upon receipt of the proper blank, signed by the head of the department in which the student is registered and the Dean of the Upper Division, will evaluate the student's previous records and assign standing in the department to which he has transferred.

### **DEGREES**

In accordance with the purpose for which state teachers colleges are provided, and under authorization of the California State Department of Education the Santa Barbara State Teachers College grants the B.A.

degree in Industrial Education, Home Economics, Elementary Education and Junior High School Education, Art, English, History, and Physical Education.

The B.A. degree in Industrial Education, Home Economics, Art, and Physical Education will be accompanied by certificates giving to the graduates authority to teach in their specialized fields in the elementary, junior high, and high schools of the state. The B.A. degree in Elementary Education and Junior High School Education will give certification to teach in the elementary and junior high schools respectively.

The B.A. degree in English or History is a liberal arts degree given under authorization of the State Board of Education, which has granted to state teachers colleges the right to offer "Pre-Secondary School Teachers Courses," in which "each candidate must complete a major and a minor in subjects or subject fields usually taught in high schools." After receiving his B.A. degree under this authorization, and on completion of his fifth year at an institution authorized to grant secondary credentials, the graduate may secure recommendation to teach in the secondary schools of the State.

A student taking a B.A. degree with a major in History or English may, at the same time, receive a credential in Junior High School Education, provided his course has been so arranged as to satisfy the requirement of "at least 18 units in professional courses in education including not less than 4 units in directed teaching."

### LOWER DIVISION ACADEMIC PREPARATION

In addition to providing degree courses for persons who enter the institution to prepare for teaching in definite fields, the college admits to its courses students who may be uncertain as to what their major interest will be when they reach the upper division, or who may prefer to fulfill Lower Division requirements in such a way as to prepare for Upper Division work in other institutions. These students will be able to select courses which will fulfill Lower Division requirements at the University of California and at like institutions in the College of Letters and Science and in the College of Commerce. Courses may be selected also which will fulfill in part the requirements of the Lower Division for students preparing to take up Engineering, Architecture, Agriculture, Dentistry, Law, etc.



## STATE AND INSTITUTIONAL REQUIREMENTS FOR DEGREE COURSES

### STATE BOARD OF EDUCATION REQUIREMENTS

The state board of education requirements for degree courses in the Lower Division are minimum requirements which must be met by every department of the college. Additional requirements may be set up by the different departments as may be deemed necessary for adequate pre-professional training for the respective fields of teaching. The complete Lower Division requirements for each degree-granting department will be found under the particular department in "Outlines of Courses," beginning on page 31 together with complete Upper Division requirements, both state and departmental.

(The state board of education requirements for degree courses prior to September 15, 1930, will be found in the Santa Barbara State Teachers College Bulletin for 1928-29).

A. (Effective for Elementary School Teachers' Course completed on or after September 15, 1930; for Junior High School Teachers' Course completed on or after September 15, 1929; for Pre-Secondary School Teachers' Course completed on or after September 15, 1930; for Special Teachers' Courses completed on or after September 15, 1930).

Lower Division; required-----		35 units
1. Social Sciences -----		12 units
(a) Orientation Course (not to exceed three units)		
(b) Economics		
(c) Political Science		
(d) Sociology		
(e) History		
(f) Geography		
2. Natural Sciences -----		12 units
(a) Orientation Course (not to exceed three units)		
(b) Physics		
(c) Chemistry		
(d) Astronomy		
(e) Geology		
(f) Zoology		
(g) Biology		
(h) Physiology		
(i) Botany		
3. Psychology -----		3 units
4. English -----		6 units
5. Physical Education -----		2 units
(Physical Education units on laboratory basis)		
6. Major and minor fields.		

A major is a combination of one of the prescribed fields of not less than 24 units, at least twelve of which are in Upper Division courses.

A minor is a combination in one of the prescribed fields of not less than 12 units, at least six of which are in Upper Division courses.

(Note—In the choice of majors and minors certain combinations or divisions of subjects in the following list are permissible if in accordance with subject organization in high school practice. For example, a major in general science is acceptable by making an approved combination in biological and physical sciences appropriate to junior high school grades. Similarly, social science subjects such as history, geography, or political science may be offered separately as majors or minors provided they accord with junior high school teaching requirements).

- |                         |                              |
|-------------------------|------------------------------|
| 1. Agriculture          | 9. Industrial Arts Education |
| 2. Art                  | 10. Mathematics              |
| 3. Biological Science   | 11. Music                    |
| 4. Education            | 12. Physical Education       |
| 5. Commercial Education | 13. Physical Science         |
| 6. English              | 14. Psychology               |
| 7. Foreign Languages    | 15. Philosophy               |
| 8. Home Economics       | 16. Social Science           |

#### Upper Division—

Professional Courses in Education and Electives—60 units

(Not more than 40 units may be taken in the field of education)

#### B. Required Courses for Teaching Credentials.

##### 1. Elementary School Teachers' Course.

a. Each candidate must complete a major in professional courses in Education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in Education.

b. Each candidate must complete two minors in subjects or subject fields listed under 6 above.

##### 2. Kindergarten-Primary Teachers' Course.

a. Each candidate must complete a major in professional courses in Education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in Education.

b. Each candidate must complete two minors in subjects or subject fields listed under 6 above.

##### 3. Junior High School Teachers' Course.

a. Each candidate must complete at least 18 units in professional courses in Education, including not less than 4 units in directed teaching.

b. Each candidate must complete a major and a minor in subjects taught in high school, or a major in Education and two minors in high school subjects.

##### 4. Pre-Secondary School Teachers' Course.

a. Each candidate must complete at least 12 units in professional courses in Education.

b. Each candidate must complete a major and a minor in subjects or subject fields usually taught in high schools.

**5. Degree Courses in the Fields of Art, Commercial Education, Home Making, Industrial Arts Education, Music, Physical Education, and Speech Arts.**

Each candidate must complete 15 units in Education, including not less than 4 units in directed teaching, and from 24 to 50 units of work in the major field as follows:

Art .....	50 units
Commercial Education .....	26 units
Home Making .....	50 units
Industrial Arts Education.....	50 units
Music .....	50 units
Physical Education .....	24 units
Speech Arts .....	50 units

Each institution is authorized to adjust its several courses for the training of teachers to the minimum requirements herein prescribed; provided, that they meet the requirements of the state board of education for certification in the various fields in which the credential accompanies the degree.

It is understood that proficiency in any part of the curricula herein provided for, when properly ascertained by the faculty of the teachers college concerned, shall be deemed sufficient satisfaction of the items of the curriculum covered; provided, that no student shall be graduated from any of the three-year curricula on less than 16 units of work done in residence, nor from any of the four-year curricula on less than 24 units of work done in residence.

A student of a teachers college serving as a student teacher shall receive credit only for teaching done in a college training school, or as an assistant to a regularly certificated teacher who shall supervise the work, unless supervision is provided by the teachers college.

(The material in the above section is taken from Bulletin No. H-1, California State Department of Education, Division of Teacher Training and Certification).

### **SPECIAL REQUIREMENTS FOR ALL FRESHMEN**

**1. Health and Physical Education.....2 units**

A 1-unit course each semester is prescribed to consist of one Health Education lecture period per week and two Physical Education periods. This requirement is met for men by courses P.E. 51A and 51B. It is met for women by courses P.E. 7A and 1B, except for those women who expect to specialize in Physical Education, who will take P.E. 3A and 3B.

**2. Subject A: English Composition.**

a. Unless otherwise stated herein, all undergraduate entrants must, at the time of their first registration at the Santa Barbara State Teachers College, take an examination known and designated as the *Examination in Subject A*. The purpose of this test is to determine the ability of

such entrants to write English without gross errors in diction, grammar, punctuation, sentence-structure, and spelling.

b. The Examination in Subject A will be given on the last Saturday in May of each year, and at the opening of each semester on the Saturday preceding the beginning of instruction. If the college finds it necessary so to do, a second examination for late entrants will be held not later than two weeks after the first examination in each semester. For either of the above examinations a fee of one dollar (\$1) will be charged. The results of each examination will be made public not later than the day following the same. Papers submitted in the tests will be graded as "passed" or "failed." No papers submitted by students will be returned to them, once such written tests have been handed to the college examiners. Any student who is not present at the Examination in Subject A which he is required to take will be graded as failed in the examination.

c. Students who do not pass the Examination in Subject A will be required to take, immediately following such failure, a course of instruction, known as *Course in Subject A*, which gives no credit of any sort toward graduation in the college, and which, furthermore, reduces the maximum program permitted the student by two (2) units.

d. Should the student again fail in the Course in Subject A, he will be required to repeat the course the next semester of his college residence. The Course in Subject A will be given each half-year, three hours a week, for twelve weeks, beginning one week after the second examination, if such be held, otherwise, as soon after the first examination as is possible.

e. All students required to enroll in Subject A shall be charged a fee of \$10 each, and the charge shall be repeated, without deduction of any kind, each time they take the course.

f. Whenever, in the judgment of the instructor in the class in Subject A, a student shows sufficient excellence in his work, the instructor is authorized to give him a final passing grade in Subject A, to permit him to withdraw from attending the class, and to remove the subject from his study-list, thereby making it possible for such student to add two (2) units of college work to his program.

g. The date before such withdrawals are allowed shall be determined by the examiners in charge of the Subject A examination. The determining of the portion of the fee, if any there be, that is returnable shall be made by proper administrative authority.

h. No student who has not passed either the Examination or Course in Subject A will be admitted to any state college course in English, which also includes Public Speaking, either for credit or as an auditor. No student will be admitted to Upper Division standing until he has passed either the Examination or Course in Subject A. No student shall be granted a bachelor's degree by such departments so authorized and empowered until he has passed either the Examination or Course in Subject A.

i. In grading conditions and failures the Course in Subject A is governed by the same rules and regulations as are the college courses.

j. A student who has failed in an Examination in Subject A may not have the privilege of taking a subsequent examination until he has met the demands of the course in Subject A. However, should the student receive a condition in the Course in Subject A, he may, with the approval of his instructor, be admitted to the next succeeding Examination in Subject A.



k. A student who passes Subject A is not required, but is advised to continue his training in both English Composition and Public Speaking.

l. Failure in the Examination in Subject A does not prevent admission to the college.

**Exceptions to the above.**

a. Any student who has received a grade of 60 per cent in the College Entrance Examination Board in English 1, or in English A, or in the Comprehensive Examination in English, will receive credit for English A.

b. A student who enters the college with sixty (60) or more credits or units of advanced standing, and who has passed an examination similar to the Examination in Subject A at the institution from which he came, or who has completed a course in English Composition at that institution deemed acceptable by the college examiners, will be exempt from the requirements of Subject A.

c. A student who has passed an Examination in Subject A, or its equivalent given by any institution of collegiate standing that accepts the college findings in Subject A, will receive like credit for Subject A in this college.

## OUTLINES OF COURSES

The requirements for the Lower Division or for graduation in the several departments of the college differ in many details. For the convenience of all concerned, therefore, this "Outlines of Courses" contains under the heading of each department a complete statement of all requirements for completing the work of that department. Under "Academic Studies" only Lower Division requirements are stated, while under the headings of the degree granting departments complete requirements for Lower and Upper Divisions are given even where such complete statement necessitates repetition.

### ACADEMIC STUDIES

#### LOWER DIVISION

(For students expecting to complete work elsewhere for degrees in Letters and Science, Commerce, etc.)

Students who expect to complete work for a degree in this institution with a major in the "Academic Studies" of English or History will find complete statement of requirements for their work under English, pages 51 to 57 and under History, pages 58 to 60. The information included below is for the guidance of students who expect to transfer to other institutions for their Upper Division work. The University of California requirements in the Lower Division are regarded as typical. For this reason, the requirements listed below for Lower Division students in Letters and Science and in Commerce are made identical with those at the University of California, except for certain additions and modifications to make our courses conform to State Board of Education regulations concerning the Lower Division.

Before they have reached the end of their sophomore year, many students who entered the college with no definite objective, or with the idea of transferring to another institution to complete work for a degree, decide to choose one of the majors offered by the Santa Barbara Teachers College and work for a degree here. Students who make such a decision, after having taken the Lower Division work in preparation for a degree in Letters and Science or Commerce, will find it comparatively easy to adjust to any one of the college majors, and loss in units and time will be slight because of the change.

#### LETTERS AND SCIENCE

##### 1. General requirements in Lower Division.

###### a. Units required.

Sixty-four units of work, including required units and electives, must be completed in the Lower Division.

###### b. Academic list of courses.

The 64 units of Lower Division work to be acceptable to this college and for transfer must be chosen from the following list of courses:

Art. All Lower Division courses.

Education. 57.

English. All Lower Division courses.  
 Foreign Languages. All Lower Division courses.  
 Home Economics. All Lower Division courses.  
 Industrial Education. C, 1, 2.  
 Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.  
 Music. All Lower Division courses.  
 Physical Education. All Lower Division courses.  
 Psychology and Philosophy. All courses.  
 Science. Chemistry 2A-B, 5; Physics 20A-B; Botany 40A-B;  
 Zoology 60A-B; Physiology 50A-B.  
 Social Science. All Lower Division courses.  
 (Concerning the possibility of selecting electives other than those listed here, consult the Dean of the Lower Division).

## 2. Lower Division: Specific requirements.

### a. Subject A.

An examination in Subject A (English Composition) is required of all entrants at their first registration in the college. Registration in courses in the English Department is postponed until students are able to pass this examination.

Failure to pass Subject A necessitates enrollment in English A, a noncredit English course.

### b. Health and Physical Education----- 4 units

### c. Psychology ----- 6 units

### d. Foreign Language -----15 units

These units must be in not more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement, but this will not reduce the total number of units to be completed in Lower Division.

### e. Mathematics.

Elementary Algebra and Geometry must be taken in high school. Instruction in these subjects is not given in the college.

### f. Natural Science -----12 units

Chemistry, Physics, or Biology taken in high school count for 3 units each in meeting this requirement, although not more than half of it may be so met, and such allowance does not reduce the total number of units to be completed in the Lower Division.

### g. Social Science -----12 units

These 12 units may be selected from Geography, History, Economics, Sociology, and Political Science.

### h. English, Public Speaking----- 6 units

### i. Additional. A year course (of at least 6 units) in one of the following groups:

- (1) Foreign language (additional to d). This may be satisfied in whole or in part in high school, provided the language be Latin.

(2) Mathematics: Plane trigonometry, plane analytic geometry, introduction to calculus. This may be satisfied partly in the high school.

(3) Philosophy.

## COMMERCE

### 1. General requirements in Lower Division.

#### a. Units required.

Sixty-four units of work, including required units and electives, must be completed in the Lower Division.

#### b. Academic list of courses.

The 64 units of Lower Division work to be acceptable to this college and for transfer must be chosen from the following list of courses:

Art. All Lower Division courses.

Education. 57.

English. All Lower Division courses.

Foreign Language. All Lower Division courses.

Home Economics. All Lower Division courses.

Industrial Education. C, 1, 2.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All Lower Division courses.

Physical Education. All Lower Division courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5; Physics 20A-B; Botany 40A-B;

Zoology 60; Physiology 50A-B.

Social Science. All Lower Division courses.

(Concerning the possibility of selecting electives other than those listed here, consult the Dean of the Lower Division).

### 2. Lower Division: Specific requirements.

#### a. Subject A.

See under Subject A, page 28.

#### b. Health and Physical Education----- 4 units

#### c. Foreign Language.

Foreign language study is recommended but not required. However, in the Lower Division at the University of California, unless excused by vote of the executive committee of the College of Commerce, students must pass an examination (designated Subject B) designed to test their ability to read one of the following languages: Greek, Latin, German, French, Spanish, Italian, Russian, Japanese, or Chinese.

#### d. English (English Composition) or Public Speaking----- 6 units

#### e. Geography ----- 6 units

#### f. History or Political Science.

History 2A-B or 3A-B, or Political Science 1A-B----- 6 units



- g. Natural Science ----- 12 units  
 (Nine units are required at the University of California. Twelve units are put down here to conform to the State Board of Education requirement in the Lower Division).  
 Courses in physics and chemistry taken in high school may be applied toward satisfaction of the science requirement without, however, reducing the total number of units required to complete work in the Lower Division.
- h. Psychology ----- 6 units
- i. Mathematics ----- 6 units  
 Mathematics 1, Algebra, 3 units, and Mathematics 2, Mathematical Theory of Investment, 3 units.
- j. Economics ----- 6 units  
 Economics 1A-B.

### PARTIAL COURSES

Students whose objective is Engineering, Architecture, Agriculture, Dentistry, etc., are able to take work yielding from 30 to 50 units of transferable credits in their respective fields.

Students who enter the Santa Barbara State Teachers College as "Regular Students" (recommended) may transfer to the University of California or to some other institution at the end of any semester, but "Provisional Students" (without recommendation at time of entrance) must attain the status of "Regular Students" by giving evidence of scholarly ability, and complete 60 units of credit, before they will be admitted to the University of California by transfer.

All persons desiring to plan work in fields in which the college does not give full lower division work should advise with the Dean of the Lower Division before enrollment in courses. If they know the university or the professional college to which they will transfer, they should have with them a "Circular of Information," or a "Catalogue" of such institution.

## ART

### 1. General requirements for graduation with the B.A. degree with a major in Art.

#### a. Units for graduation.

124 units of college work are required for graduation with a major in Art. The student will normally complete 61 units in the Lower Division and 63 units in the Upper Division.

#### b. Distribution of units by departments.

50 units of Art are required and the remaining 74 must be in the departments of Education, Psychology, Social Science, Physical Science, English, Industrial Education, and Physical Education.

### 2. Lower Division: Specific requirements.

#### a. Subject A.

An examination in Subject A (English Composition) is required of all entrants at their first registration in the college. Registration in courses in the English Department is postponed until students are able to pass this examination. Failure to pass Subject A necessitates enrollment in English A, a non-credit English course.

#### b. Natural Science -----12 units

Each year of Physical or Biological Science taken in high school may count in satisfaction of 3 units of this requirement, but not more than 6 units may be so met, 3 in the physical (Chemistry or Physics) and 3 in the biological (Biology, Physiology, or Botany) sciences. The units released by such substitution will not reduce the total number of units required for graduation, and shall be made up with electives.

#### c. Social Science (including Political Science 99) -----12 units

#### d. English ----- 6 units

#### e. Psychology ----- 6 units

#### f. Education -----19 units

At least 19 units must be completed in professional courses, including art methods and directed teaching. An average standing of C is required before students may take directed teaching.

#### g. Health and Physical Education ----- 4 units

#### h. Industrial Education ----- 2 units

### 3. Upper Division: Requirements for the major and the minor.

#### a. The major.

37 units of Upper Division work in Art are required.

#### b. The minor.

The number of Upper Division units required varies with the minors offered. No less than 6 units of Upper Division work will be accepted for any minor and in each case the number of units and



If courses under (b) are chosen, History 102A-B (3-3) must be elected with an additional 3 units of any Upper Division History course.

#### Industrial Education.

Lower Division required-----	10 units
Ind. Ed. 2 Instrumental Drawing-----	3 units
Ind. Ed. 3 Architectural Drawing-----	3 units
Ind. Ed. 10 Elementary Woodwork-----	2 units
Ind. Ed. 22 Elementary Furniture Construction and Wood Turning-----	2 units
Upper Division required-----	6 units
Ind. Ed. 125 Painting and Wood Finishing-----	2 units
Ind. Ed. 126 Art Metal Work-----	2 units
Ind. Ed. 124 Reed Furniture Construction-----	2 units

#### Music.

Lower Division required-----	6 units
Upper Division required-----	6 units

#### 5. Art Curriculum course.

The Art Department is offering a two unit course in Art Curriculum for general professional students who are working for the Junior high school credential.

#### 6. Supervisor's credential.

In addition to the certification for teaching Art in elementary and secondary schools, the requirements for a supervisor's credential in Art may be met by the following courses:

Art 145 Organization, Objectives, and Supervision of Instruction in Art Education-----	3 units
Art 155 Problems of Supervision in Art Education-----	3 units



**A Complete Suggested Program for the Four-Year Degree Course  
With a Major in Art Is as Follows:**

**Lower Division**

**YEAR I**

**First Semester**

Sci. 40A—Botany .....	4 units
P.E. 5A—Health and Physical Education .....	1 unit
Eng. 18A—English Composition .....	3 units
Psy. 1A—Psychology .....	3 units
Hist. 2A—History of Europe .....	3 units
Art 1A—Design and Color .....	2 units

16 units

**Second Semester**

P.E. 5B—Health and Physical Education .....	1 unit
Eng. 18B—English Composition .....	3 units
Psy. 1B—Psychology .....	3 units
Hist. 2B—History of Europe .....	3 units
Art. Ed. 19A—Public School Art Methods .....	2 units
Art 2B—Elementary Freehand Drawing .....	3 units

15 units

**YEAR II**

**First Semester**

Sci. 103—Science of Dyeing .....	2 units
P.E. 6A—Physical Education .....	1 unit
Sci. 50A—Biology or a Biological Science .....	3 units
Art 50A—Lettering .....	1 unit
Art 52A—Water Color .....	2 units
Art 57B—Basketry .....	1 unit
Ind. Ed. 2—Instrumental Drawing .....	2 units
Social Science .....	3 units

15 units

**Second Semester**

Art 60B—Poster .....	2 units
Art 127A—Book Binding .....	1 unit
P.E. 6B—Physical Education .....	1 unit
Ed. 57—Introduction to the Study of Education .....	3 units
Pol. Sci. 99—American Institutions .....	3 units
Science—Botany, Physiology, or Chemistry .....	3 units
Art 51B—Applied Design (Toys) .....	2 units

15 units

**Upper Division**

**YEAR III**

**First Semester**

Art Ed. 129A—Elementary Methods (Art)-----	2 units
Art 101A—Advanced Design and Color-----	2 units
Art 107A—Stagecraft -----	2 units
Art 152A—Advanced Drawing (Charcoal)-----	2 units
Ed. 175—Educational Psychology-----	3 units
Upper Division Elective-----	6 units
	<hr/> 17 units

**Second Semester**

Art. Ed. 129B—Secondary Methods (Art)-----	2 units
Art 137B—Pottery -----	4 units
Art 111A—House Design-----	2 units
Art 121B—Costume Design-----	2 units
Art 131B—Applied Design (Textiles)-----	2 units
Home Economics elective or	
Ind. Ed. 3—Architectural Drawing-----	3 units
	<hr/> 15 units

**YEAR IV**

**First Semester**

Art. Ed. 150A—Directed Teaching-----	2 units
Art 120A—Art Appreciation-----	1 unit
Art 113A—Interior Decoration-----	2 units
Art 162A—Advanced Drawing-----	2 units
Art 147A—B—Weaving -----	2 units
Art 157A—Leather Tooling-----	2 units
Ed. 173—Secondary Education-----	2 units
Upper Division Elective-----	3 units
	<hr/> 16 units

**Second Semester**

Art 187B—Art Needlework-----	2 units
Art 104B—Sculpture (modeling from cast and life)-----	2 units
Art 127B—Bookbinding -----	1 unit
Art 172B—Mural Decoration-----	2 units
Art 182B—Advanced Drawing-----	2 units
Art 120B—Art Appreciation-----	1 unit
Art 177B—Jewelry -----	2 units
Art Ed. 150B—Directed Teaching-----	3 units
	<hr/> 15 units

NOTE.—Students asking for advanced standing in Art will please submit samples of their work when sending credentials for evaluation. This request is made in order that full value may be given to them.

## EDUCATION

### ELEMENTARY EDUCATION

#### 1. General requirements for graduation with a major in Elementary Education:

##### a. Units for graduation.

One hundred twenty-four units of college work are required for graduation with a major in Elementary Education. The student will complete normally 64 units in the Lower Division and 60 units in the Upper Division.

##### b. Maximum units in education.

Not more than 40 units may be taken in Education.

##### c. Minor.

Each candidate for graduation with a major in Elementary Education must complete two minors selected from the following fields:

English.

Social Science (History).

Home Economics.

Industrial Art.

Music.

Arts.

Physical Education.

Natural Science.

##### d. List of courses, required and acceptable electives:

Art. All courses.

Education. 57, 165A-B, 166, 167A-B, 139, 136A-B, 175, 177, 117, 137, 157, 170X, 172X, 120X, 176X, 176, 178, 172, 174A, 174B, 180.

English. All courses.

Foreign Languages. All courses.

Home Economics. H.A. 101A-B, H.S. 102Y-Z, H.S. 10X, H.S. 106B, H.S. 132, H.A. 90.

Industrial Education. 1, 2, 3, 146, 15A-B, 117, 118, 143.

Mathematics. All courses.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 1A-B, 5, 100, 101A-B, 103; Physics 20A-B, Botany 40A-B; Zoology 60; Physiology 50A-B.

Social Science. All courses.

#### 2. Lower Division: Specific requirements.

(All of these requirements should be met in the first two years. They will more than meet all the requirements of the State Board of Education for Lower Division.)

##### a. Subject A.

An examination in Subject A (English Composition) must be taken by all entrants at their first registration. Admission to courses in

the English Department is postponed until students are able to pass this examination.

- b. Eng. 18A-B. English Composition----- 6 units
- c. All students must pass an examination in Arithmetic before registration for Mathematics 10.
- d. Mathematics 10. Principles of Mathematics----- 3 units  
Students entering the college without two years of mathematics, other than arithmetic, must make up this deficiency by completing, in addition to Mathematics 10, six units. These six units do not decrease the 124 total units required for graduation. In case of students over 21 years of age at the time of entering the institution, substitutions may be made for the above requirement upon the approval of the credentials committee.
- e. P. E. 1A-B—Health and Physical Education (Freshman) 2 units  
P. E. 2A-B—Physical Education. (Sophomore)----- 2 units  
(If Physical Education is selected as a minor, omit P.E. 1A-B and 2A-B and take 3A-B and 4A-B).
- f. Psy. 1A-B.—General Psychology----- 6 units
- g. Foreign Language -----10 units  
For students who failed to meet this language requirement in high school.  
Students entering the college without two years of one foreign language must complete (before they receive the baccalaureate degree) 10 units of a foreign language except that in case of students over 21 years of age at the time of entering the institution substitutions for the above requirements may be made upon approval of the credentials committee. Each year of a high school language will count in satisfaction of 3 units of this requirement. The satisfaction of this requirement does not reduce the total of 124 units required for graduation.
- h. Art 1A—Design and Color----- 2 units
- \*i. Music 1—Principles of Music----- 2 units
- j. Ind. Ed. 22—Elementary Woodwork and Finishing----- 2 units
- k. Social Science: Geography 1; History 2A, plus electives, including Political Science 99, which is required of all students who do not minor in Social Science (History)-----12 units
- l. Ed. 57—Introduction to the Study of Education----- 3 units
- m. Natural Science -----12 units  
Science 50A-B; Physiology, plus electives. Chemistry, Physics, or Biology taken in high school count for 3 units each in meeting this requirement; although not more than half of it may be so met. Work taken in college in fulfillment of this requirement must include at least 2 units of laboratory credit.



**Suggested Lower Division Courses in Each Minor Offered in  
This Institution:**

**Art.**

Art 1A—Design and Color-----	2 units
Art Ed. 19A—Public School Art (Methods)-----	2 units
Art 2B—Elementary Free Hand Drawing-----	3 units
Art 51B—Applied Design (Toys)-----	2 units
Art 50A—Lettering -----	1 unit
Art 60B—Poster -----	2 units

---

 12 units
**English.**

English 18A—B—English Composition -----	6 units
English 82A—B—History of English Literature-----	6 units

---

 12 units
**Home Economics.**

H.S. 10—Nutrition and Health-----	2 units
H.A. 90—Textiles -----	2 units
H.S. 1A—Elementary Food Study-----	3 units

---

 7 units
**Industrial Art.**

Ind. Ed. 1—Freehand Drawing -----	2 units
Ind. Ed. 2—Instrumental Drawing -----	3 units
Ind. Ed. 22—Elementary Woodwork and Finishing-----	2 units

---

 7 units
**Music.**

Music 1—Principles of Music-----	2 units
Music 3A—B—Harmony -----	6 units

**Mathematics.**

Math. 10—Principles of Mathematics -----	3 units
Math. 3A—B—Plane Analytic Geometry and Differential Calculus (High School Algebra, Geometry and Trigonometry are prerequisites) -----	6 units

---

 9 units
**Natural Science.**

Chemistry 1A—B—Inorganic Chemistry -----	6 units
Chemistry 3A—Organic Chemistry -----	3 units

---

 9 units
**Physical Education.**

P. E. 3A—B—Health and Physical Education-----	2 units
P. E. 4A—B—Physical Education -----	2 units
P. E. 36—Special Elective Practice-----	2 units

**Social Science.**

History 2A-B—History of Western Europe_____	6 units
Geography 1—Fundamentals of Modern Geography_____	3 units
Geography 2—Regional and Economic Geography_____	3 units

(Students who have had at least two years of European History in high school may substitute History 3A-B for History 2A-B).

**3. Upper Division. General requirements:**

**a. Major.**

Thirty-one units are required, and are normally met in the Upper Division.

**b. Minor.**

The number of Upper Division units required varies with the minors offered. No less than 6 units of Upper Division work will be accepted for any minor.

**c. Grades.**

The average of all the grades received in Education courses must not fall below one grade point per unit.

**d. Units required in Upper Division.**

Fifty-four units must be completed after the student has been admitted to the Upper Division.

**e. Senior transfers to the college.**

No student shall be graduated on less than 24 units of work done in residence, 18 of which must be Upper Division.

**f. If History of the United States is not elected, then the course in American Institutions must be completed as well as History of the Americas.**

**g. Supervised teaching requirements.**

Before registration for supervised teaching, the student is required to pass tests in spelling and penmanship. If the student has no college credit in Arithmetic, United States History and Geography, tests must be taken in these subjects. Students are required to take these examinations on the first possible occasion after registration. Examinations are given twice a year.

Before a student may register for supervised teaching, he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should the grade average drop below C, the student may not re-register for supervised teaching until the average grade becomes satisfactory.

No student may graduate without having an average grade of one grade point per registered unit in supervised teaching.

In case the average grade for supervised teaching falls below this standard additional units beyond the total of 124 must be earned in supervised teaching to bring the average up to the requirement. Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least 2 units of supervised teaching in this institution.

**4. Specific requirements for the Junior year:**

## Courses.

*Ed. 165A-B—Elementary Curriculum .....	6 units
Ed. 139—Public Education in California.....	2 units
Ed. 136A—Educational Tests and Measurements.....	2 units
P. E. 103—Administration of Physical Education in Elementary Schools .....	1 unit
Eng. 187J—Children's Literature .....	2 units
Ed. 177—Growth and Development of the Child.....	2 units
*Art Ed. 19A—Public School Art Methods.....	2 units
*Music Ed. 101—Music Methods.....	2 units
Ed. 166—Introduction to Teaching.....	2 units

(All Lower Division courses not completed in the Lower Division, due to whatever cause, should be finished before the Senior year.)

**5. Suggested Upper Division courses in minors offered by the several departments for students majoring in Elementary Education:****Art.**

Art Ed. 129A—Public School Art Methods.....	2 units
Art 107A—Stagecraft .....	2 units
Art 120A-B—Art History and Appreciation.....	2 units

**English.**

English 122—Shakespeare .....	3 units
English 180—Poetry (or an equivalent course).....	3 units

**Home Economics.**

H.S. 106B—Home Nursing and Hygiene.....	3 units
H.S. 109—Meal Planning .....	2 units
H.S. 132—Home Gardening and Landscaping.....	1 unit

**Industrial Arts.**

Ind. Ed. 129—Industrial Arts of Elementary Schools.....	2 units
Ind. Ed. 126—Art Metal Work.....	2 units
Ind. Ed. 123—Art Crafts .....	2 units
Two units selected from the following:	
Ind. Ed. 117—Advanced Printing .....	2 units
Ind. Ed. 124—Reed Furniture Construction.....	2 units

**Music.**

Music 102A-B—History of Music.....	6 units
Music 103A-B—Advanced Harmony .....	6 units

**Physical Education.**

P. E. 111—Methods in Class Procedure.....	2 units
P. E. 114—Corrective and Preventive Gymnastics.....	2 units
P. E. 103—Administration of Physical Education in Elementary Schools .....	2 units

**Natural Science.**

Sci. 105A-B—Quantitative Analysis .....	6 units
Sci. 100—Physiological Chemistry, and.....	3 units
Sci. 101A-B—Foods and Textiles, or.....	4 units
Sci. 103—Science of Dyes and Dyeing.....	2 units

**Social Science.**

102A-B—History of the United States.....	6 units
Any other Upper Division course.....	3 units

**6. Specific requirements for the Senior year:**

a. Courses.

Ed. 167A-B—Supervised Teaching .....	8 units
Ed. 178—Educational Sociology .....	2 units
Ed. 175—Educational Psychology .....	3 units
Ed. 157—Educational Periodicals .....	1 unit

- b. Four units of supervised teaching will be required each semester.  
 The above three remaining courses should be taken the semester in which the supervised teaching is being done.

Students who do not desire to teach in the primary grades may take the Elementary-Junior High School Education combination course by omitting the starred courses and substituting the following: Ed. 174A—Principles of Junior High School Education, 3 units; Music 2—Appreciation of Music, 3 units; Art Ed. 120A-B—Art Appreciation, 2 units; Ed. 174B—Junior High School Procedure, 3 units.



## JUNIOR HIGH SCHOOL EDUCATION

### 1. General requirements for graduation which will qualify the student for a Junior High School Credential:

#### a. Units for graduation.

One hundred twenty-four (124) units of college work are required for graduation. The students will complete normally 64 units in the Lower Division and 60 units in the Upper.

#### b. Maximum units in Education.

Not more than 40 units may be taken in Education.

#### c. Minor.

Each candidate for graduation with a major in Junior High School Education must complete a major and a minor in subjects taught in high school, or a major in Education and two minors in high school subjects. A major in Junior High School Education may select minors from the following fields:

English.  
Social Science.  
Home Economics.  
Industrial Arts.  
Music.  
Art.  
Physical Education.  
Science.

#### d. List of courses; required and acceptable electives.

Art. 1A, 2B, 50A, 60B, 120A-B, 107A.

Education. 57, 139, 136A-B, 175, 177, 168, 169A-B, 173, 117, 137, 172, 174A-B-C, 157, 170X, 176, 178, 180.

English. All courses.

Foreign Language. All courses.

Home Economics. H.A. 90, H.S. 105, H.S. 132.

Industrial Education. Ind. Ed. 1, 2, 3, 10, 11, 127, 126, 129, 22, 123, 124, 15A-B, 141, 142, 143.

Mathematics. All courses.

Music. 3A-B, 6A-B, 8A-B.

Physical Education. P. E. 36, 111, 114, 123, 35, 115, 41, 42.

Psychology and Philosophy. All courses.

Science. All courses for which the student is qualified.

Social Science. All courses.

### 2. Lower Division: Specific requirements.

All of these requirements should be met in the first two years. (They will more than meet all the requirements of the State Board of Education for Lower Division.)

#### a. Subject A.

An examination in Subject A (English Composition) must be taken by all entrants at their first registration. Admission to courses in the English Department is postponed until students are able to pass this examination.

- b. English 18A-B—English Composition----- 6 units
- c. All students must pass an examination in Arithmetic before registration for Mathematics 10.
- d. Mathematics 10—Principles of Mathematics----- 3 units  
 Math. 1—Algebra, or Math. 2—Mathematical Theory of Investment ----- 3 units  
 Students entering the college without two years of mathematics other than arithmetic, must make up this deficiency by completing in addition to Mathematics 10 six units. These six units do not decrease the 124 total units required for graduation. In the case of students over 21 years of age at the time of entering the institution, substitutions may be made for the above requirement upon the approval of the credentials committee.
- e. P. E. 1A-B—Health and Physical Education (Freshman) - 2 units  
 P. E. 2A-B—Physical Education (Sophomore)----- 2 units  
 (If Physical Education is chosen as a minor, omit 1A-B and 2A-B and take 3A-B and 4A-B).
- f. Psy. 1A-B—General Psychology ----- 6 units
- g. Foreign Language -----10 units  
 Students entering the college without two years of one foreign language must complete (before they receive the baccalaureate degree) 10 units of a foreign language, except that in case of students over 21 years of age at the time of entering the institution, substitutions for the above requirements may be made upon approval of the credentials committee. Each year of a high school language will count in satisfaction of 3 units of this requirement. The satisfaction of this requirement does not reduce the total of 124 units required for graduation.
- h. Social Science: Geography 1, History 2A, plus electives, including Political Science 99, which is required of all students who do not minor in Social Science-----12 units
- i. Ed. 57.—Introduction to the Study of Education----- 3 units
- j. Natural Science: Science 50A-B—Physiology, and Science 1A-B—Chemistry -----12 units  
 Chemistry, Physics, or Biology taken in high school count for three units each in meeting this requirement, although not more than half of it may be so met. Work taken in college in fulfillment of this requirement must include at least 2 units of laboratory credit.
- k. Music 2—Music Appreciation----- 3 units
- l. Suggested Lower Division courses in each minor offered:

**Art.**

Art 1A—Design and Color-----	2 units
Art Ed. 19A—Public School Art (Methods)-----	2 units
Art 2B—Elementary Freehand Drawing -----	3 units
Art 51B—Applied Design (Toys)-----	2 units
Art 50A—Lettering -----	1 unit
Art 60B—Poster -----	2 units

**English.**

English 18A-B—English Composition .....	6 units
English 82A-B—History of English Literature.....	6 units

**Home Economics.**

H.S. 10—Nutrition and Health .....	2 units
H.A. 90—Textiles .....	2 units
H.S. 1, 2—Elementary and Advanced Food Study.....	2 units

**Industrial Art.**

Ind. Ed. 1—Freehand Drawing .....	2 units
Ind. Ed. 2—Instrumental Drawing .....	3 units
Ind. Ed. 22—Elementary Woodwork, or.....	2 units
Ind. Ed. 11—Foundations of Woodwork.....	2 units

**Music.**

Music 1—Principles of Music.....	2 units
----------------------------------	---------

**Natural Science.**

Chem. 1A-B—Inorganic Chemistry .....	6 units
Chem. 5—Organic Chemistry .....	3 units

**Physical Education.**

P. E. 3A-B—Health and Physical Education.....	2 units
P. E. 4A-B—Physical Education .....	2 units
P. E. 36—Special Elective Practice.....	2 units

**Social Science.**

Hist. 2A-B—History of Western Europe.....	6 units
Geo. 1—Fundamentals of Modern Geography.....	3 units
Geo. 2—Regional and Economic Geography.....	3 units

Students who have had at least two years of European History in high school may substitute History 3A-B for History 2A-B.

**3. Upper Division: General requirements.****a. Major in Junior High School Education.**

Thirty units are required, and are normally met in the Upper Division.

**b. Minor.**

The number of Upper Division units required varies with the minors offered. No less than 6 units of Upper Division work will be accepted for any minor.

**c. Grades.**

The average of all the grades received in Education courses must not fall below one grade point per unit.

**d. Units required in Upper Division.**

Fifty-four units must be completed after the student has been admitted to the Upper Division.

e. Senior transfers to the college.

No student shall be graduated on less than 24 units of work done in residence, 18 of which must be Upper Division.

f. If History of the United States is not elected, then the course in American Institutions must be completed as well as History of the Americas.

g. Supervised teaching requirements.

Before registration for supervised teaching, the student is required to pass tests in spelling and penmanship. If the student has no college credit in Arithmetic, United States History and Geography, tests must be taken in these subjects. Students are required to take these examinations on the first possible occasion after registration. Examinations are given twice a year.

Before a student may register for supervised teaching, he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should the average grade drop below the standard, the student may not re-register for supervised teaching until the grade average becomes satisfactory. No student may graduate without having an average of one grade point per registered unit for all supervised teaching. In case the grade average for supervised teaching falls below this standard, additional units beyond the total of 124 must be earned in supervised teaching to bring the average up to the requirement. Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least 2 units of supervised teaching in this institution.

4. Specific requirements for the Junior year:

a. Courses.

Ed. 174A—Principles of Junior High School Education	3 units
Ed. 174B—Junior High School Procedure	3 units
Ed. 139—Public Education in California	2 units
Ed. 136A—Educational Tests and Measurements	2 units
Ed. 177—Growth and Development of the Child	2 units
Ed. 137—Educational Statistics	2 units
Ed. 168—Introduction to Teaching	2 units
Art Ed. 120A—B—Art History and Appreciation	2 units

b. All Lower Division courses not completed in the Lower Division due to whatever cause should be finished before the Senior year.

5. Suggested Upper Division courses in minors offered by the several departments for students majoring in Junior High School Education:

Art.

Art Ed. 119A—Elementary Methods in Art	2 units
Art 107A—Stage Craft	2 units
Art 120A—B—Art History and Appreciation	2 units



**English.**

Eng. 122—Shakespeare .....	3 units
Eng. 180—Poetry (or an equivalent course) .....	3 units

**Home Economics.**

H.S. 106B—Home Nursing and Hygiene .....	3 units
H.S. 109—Meal Planning .....	2 units
H.S. 132—Home Gardening and Landscaping .....	1 unit

**Industrial Arts.**

Ind. Ed. 10—Elementary Furniture Construction .....	2 units
Ind. Ed. 126—Art Metal Work .....	2 units
Ind. Ed. 127—Leather Work .....	2 units
And two units selected from the following:	
Ind. Ed. 142—Study of Occupations .....	2 units
Ind. Ed. 143—Vocational Guidance .....	2 units
Ind. Ed. 148—Teaching Problems in Industrial Arts .....	2 units

**Music.**

Music Ed. 101—Music Methods .....	2 units
Music Ed. 102A—B—History of Music .....	6 units
Music Ed. 103A—B—Advanced Harmony .....	6 units

**Physical Education.**

P. E. 103—Administration of Physical Education in the Elementary Schools .....	2 units
P. E. 111—Methods of Class Procedure .....	2 units
P. E. 130—Administration in Secondary Schools .....	3 units
P. E. 114—Corrective and Preventive Gymnastics .....	2 units
Ed. 177—Growth and Development of the Child .....	2 units

**Natural Science.**

Sci. 105A—B—Quantitative Analysis .....	6 units
Sci. 100—Physiological Chemistry, and .....	3 units
Sci. 101A—B—Foods and Textiles, or .....	4 units
Sci. 103—Science of Dyes and Dyeing .....	2 units

**Social Science.**

Hist. 102A—B—History of the United States .....	6 units
Any other Upper Division course .....	3 units

**6. Specific requirements for the Senior year:****a. Courses.**

Ed. 169A—B—Supervised Teaching .....	8 units
Ed. 178—Educational Sociology .....	2 units
Ed. 175—Educational Psychology .....	3 units
Ed. 157—Educational Periodicals .....	1 unit

- b. Four units of supervised teaching will be required each semester. The above three remaining courses should be taken the semester in which the supervised teaching is being done.

## ENGLISH

**General requirements for graduation with a major in English.**

**a. Units for graduation.**

One hundred and twenty-four (124) units of college work are required for graduation with a major in English. The student will complete, normally, 64 units in the Lower Division and 60 units in the Upper Division.

**b. Maximum units in English.**

Not more than 40 units may be taken in English.

**c. Education courses.**

At least 12 units in professional courses in Education must be completed by students in the Pre-Secondary Teachers' Course, or at least 18 units in professional courses in Education including not less than 4 units in directed teaching in the Junior High School Teachers' Course.

**d. Minor.**

Each candidate for graduation with a major in English must complete a minor in a subject usually taught in a High School.

**e. Academic list of courses.**

At least 112 units offered for the degree of A.B. with English as a major, must be chosen from the following list of courses, and the 40 units in Upper Division courses required in Upper Division work (see 5c), must be selected from the same list.

Art. All courses.

Education. 57, 117, 170X, 173, 175, 176, 178.

English. All courses.

Foreign Language. All courses.

Home Economics. All courses.

Industrial Education. 1, 2, 3, 102.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B; Botany 40A-B; Zoology 60; Physiology 50A-B.

Social Science. All courses.

**Lower Division: Specific requirements.**

These will more than meet all the requirements of the State Board of Education, listed on pages 26 to 28 of this bulletin.

**a. Subject A.**

An examination in Subject A is required of all entrants at the time of their first registration in the college. This test must be passed, either in examination or in course, before taking any course in the English Department, either by auditing or by enrollment.

## b. Course in American Institutions.

Political Science 99 (or its equivalent) must be completed by all candidates for the degree of A.B.

## c. Health and Physical Education ----- 4 units

## d. Psychology ----- 6 units

## e. Foreign Language ----- 15 units

These units must not be in more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this work.

## f. Mathematics.

Elementary Algebra and Geometry must be taken in high school. Instruction in these subjects is not given in the college.

## g. Natural Science ----- 12 units

Chemistry, Physics, or Biology taken in high school count for 3 units each in meeting this requirement, although not more than half of it may be so met. Work taken in college in fulfillment of this requirement must include at least 2 units of laboratory credit.

## h. Social Science ----- 12 units

These may include Geography, History, Economics, Political Science, Sociology.

## i. English ----- 12 units

## j. Additional year course.

At least 6 units for one of the following groups:

## 1. Foreign Language, additional to e.

This may be satisfied in whole or in part in the high school, provided the language be Latin.

## 2. Mathematics: Plane Geometry, Trigonometry, Spherical Trigonometry, Plane Analytic Geometry, College Algebra. Introduction to Calculus. This may be satisfied in part in high school.

## 3. Philosophy.

## 3. Lower Division. Preparation for the English major and minor.

## a. Required subjects for English.

An entrant who has qualified in Subject A must enroll in the following courses:

## English 18A-B ----- 6 units

This course should be disposed of in the Freshman year, if possible.

## English 82A-B ----- 6 units

This course should be disposed of in the Sophomore year, if possible.

The student is encouraged, if possible, however, to elect English to the amount of 6 units more for the year. English 82A-B is not open to Freshmen.

A Lower Division student who is allowed to enroll in an Upper Division course for the purpose of completing his study-list will be considered as carrying Lower Division work by the college, regardless of the catalogue number of the course, both on the records of the college and on transferring elsewhere.

**Upper Division. Requirements for the major and the minor.**

**a. Major.**

Twenty-four units (24) of Upper Division work in English is required. The study-list must include:

English 122	-----	3 units
English 217	-----	3 units

**b. Minor.**

For a minor in English the following requirements must be met:

**Optional courses:**

English 15A or B. Public Speaking (Lower Division) <i>or</i>	
English 189. History of the English Language (or an equivalent Upper Division subject)	----- 3 units

**Required courses:**

**Lower Division—**

English 18A-B—Freshman Composition	----- 6 units
English 82A-B—History of English Literature	----- 6 units

**Upper Division—**

English 122—Shakespeare	----- 3 units
English 180—Poetry (or an equivalent Upper Division subject)	----- 3 units

<b>Total</b>	-----	<b>21 units</b>
--------------	-------	-----------------

**c. Prerequisites for the major and the minor.**

The completion of 18 units of work in English as specified above under 3a for the major, and the completion of 15 units of Lower Division work as specified under 4b for the minor.

**5. Upper Division: General requirements.**

**a. Grades.**

The student must have an average grade of C, one (1) grade-point per unit, in all courses offered as a part of the 24-unit major.

**b. Maximum English units in the Upper Division.**

Not more than 30 units of Upper Division courses taken in English after entering the Upper Division will be counted toward the A.B. degree.

**c. Required Upper Division units.**

Forty (40) units of work done by students in the Upper Division must be made up of Upper Division subjects.

**d. Units required in Upper Division.**

Fifty-four (54) units must be completed after the student has been admitted to the Upper Division.

**e. Senior transfers to the college.**

Students with Senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in Upper Division courses, including at least 12 units in English,

but no student may be graduated from the college with less than 24 units of work completed in residence.

- f. Students who fail in the Lower Division to attain an average of one grade point for each unit of work taken in the English department may, at the option of the department, be denied the privilege of a major in the department.

#### 6. Special students.

A special student who wishes to enroll in any English course may do so, *provided*: that he is not less than 21 years of age; that he has filed satisfactory written evidence with the Registrar that he is fit to pursue the work desired; that the head of the department under whom he plans the greater part of his work gives his written approval; that the dean to whom he is responsible gives his written approval; that the head of the English department is satisfied as to the ability of the special student to complete such work successfully.

Should a special student change his status to that of a regular or provisional student he must meet all the requirements demanded of such students carrying work in English before he shall receive credit for any work done by him as a special student.

#### 7. Comprehensive final examination.

At the end of the Senior year the English department requires a comprehensive final examination of all undergraduates majoring in English. This examination is divided into two parts: (1) a set three-hour examination covering English Literature, particularly from 1350 to 1900; (2) an essay, requiring three hours in its development and completion, the subject of which is to be chosen from a list submitted to the candidate at the time of the test, and dealing with questions and problems with which the undergraduate is assumed to be familiar. Both of these tests will be preceded by oral quizzes and examinations, as the department may deem it best to give them.

The preparation for the Comprehensive Final Examination will extend through the candidate's entire period of Upper Division residence. This work shall not appear on the study-list of the student as a subject that is to be provided for at a particular session with a particular instructor in charge. However, when the student has passed the examination, the grade assigned by the department will be recorded with the registrar.

No student in English will be recommended for graduation who ignores the preliminaries leading up to the test, or who fails in the final examination, regardless of the grades made by such student in other subjects.



**A SUGGESTED COURSE OF STUDY FOR ENGLISH  
MAJOR STUDENTS**

**I**

**First Semester**

Eng. 18A—English Composition.....	3
Romantic Language (French or Spanish).....	5
Psy. 1A—General Psychology .....	3
P. E. 5A or 51A—Health and Physical Education.....	1
Hist. 2A—History of Modern Europe.....	3
	—
	15

**Second Semester**

Eng. 18B—English Composition .....	3
Romantic Language (French or Spanish).....	5
P. E. 5B or 51B—Health and Physical Education .....	1
Psy. 1B—General Psychology .....	3
Hist. 2B—History of Modern Europe.....	3
	—
	15

**II**

**First Semester**

Eng. 82A—History of English Literature.....	3
Romantic Language (French or Spanish).....	3
Phys. 50A—Physiology 3 units, or	
Zoology 60—General Zoology 5 units, or	
Botany 40A—General Botany, 4 units.....	3-5
Chem. 1A—General Inorganic Chemistry.....	3
P. E. 6A or 52A—Physical Education.....	1
Hist. 102A—History of the United States.....	3
	—
	16-18

**Second Semester**

Eng. 82B—History of English Literature.....	3
Romantic Language (French or Spanish).....	3
Sci. 50B—Physiology, 3 units, or	
Sci. 40B—Botany, 4 units.....	3-4
Sci. 1B—General Inorganic Chemistry .....	3
P. E. 6B or 52B—Physical Education.....	1
Hist. 102B—History of the United States.....	3
	—
	16-17

**III**

**First Semester**

Eng. 122—Shakespeare .....	3
Ed. 175—Educational Psychology .....	3

## Electives in minors:

English	-----	3-2
History	}	-----
Language		
Home Economics		
Science		
Art		
		-----
		15-15

## Second Semester

Eng. 122—Shakespeare	-----	3
Ed. 57—Introduction to the Study of Education	-----	3

## Electives in minors:

English	-----	3-2
History	}	-----
Language		
Home Economics		
Science		
Art		
		-----
		15-15

## IV

## First Semester

Eng. 217—Chaucer	-----	3
Ed. 173—Secondary Education	-----	2
Ed. 157—Educational Periodicals	-----	1

## Electives in minors:

English	-----	3
Education	}	-----
Sociology		
History		
Language		
Science		
Art		
Home Economics		
		-----
		16

## Second Semester

Eng. 231—Spenser, or		
Eng. 247—Milton	-----	3
Education Elective	-----	3
English Elective	-----	3

lectives in minors:

Education	}	----- 7
Sociology		
History		
Language		
Science		
Art		
Home Economics		

16

Summary of units:

First year -----	32
Second year -----	32-35
Third year -----	30
Fourth year -----	32

(124 required) 126-129

The above is a suggested course of study for English major students who wish to meet the state requirements for the Bachelor of Arts degree. Majors in English are required to take either French or Spanish during the two Lower Division years. This means two successive years of one of these two languages.

History and a laboratory science are Lower Division requirements. Majors intending to teach must satisfy the state education requirements. English students who wish to qualify as teachers should have a thorough understanding of the demands of the general professional department.

Majors should elect, if possible, from the Upper Division courses at least two which run throughout the year.

Majors must elect as their minor a subject taught in high school.

## HISTORY

### 1. General requirements for graduation with a major in History.

#### a. Units for graduation.

One hundred twenty-four units (124) of college work are required for graduation with a major in History. The student will normally complete 64 units in the Lower Division and 60 units in the Upper Division.

#### b. Maximum units in History.

Not more than 40 units of the 124 required for graduation may be taken in History.

#### c. Courses in Education.

At least 12 units of professional courses in education must be completed by students in the Pre-Secondary Teachers' Course, or at least 18 units in professional courses in Education including not less than 4 units in directed teaching in the Junior High School Teachers' Course.

#### d. Minor.

Each candidate for graduation with a major in History must complete a minor in a subject usually taught in high school.

#### e. Academic list of courses.

At least 112 units offered for the degree of B.A. with History as a major must be chosen from the following list of courses, and the 40 units in Upper Division courses required in the Upper Division (see 5c, page 60) must be selected from the same list:

Art. All courses.

Education. 57, 117, 170X, 173, 175, 176, 178, 174A, 174B.

English. All courses.

Foreign Language. All courses.

Home Economics. All courses.

Industrial Education. 1, 2, 3, 102.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B, 21A-B;

Botany 40A-B; Zoology 60; Physiology 50A-B.

Social Science. All courses.

### 2. Lower Division: Specific requirements.

(These will more than meet all the requirements of the State Board of Education listed on pages 26-28 above.)

#### a. Subject A.

An examination in Subject A (English Composition) is required of all entrants at their first registration in the college. Registration in courses in the English Department is postponed until students are able to pass this examination. Failure to pass Subject A necessitates enrollment in English A, a non-credit English course.

b. Course in American Institutions.

Political Science 99 (or its equivalent) must be completed by all candidates for the degree of B.A., except those who complete Political Science 1A-B, or History 102A-B.

c. Health and Physical Education----- 2 units  
Physical Education ----- 2 units

d. Psychology ----- 6 units

e. Foreign Language -----15 units

These units must be in not more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement, but this will not reduce the total number of units to be completed in the Lower Division.

f. Mathematics.

Elementary Algebra and Geometry must be taken in high school. Instruction in these subjects is not given in the college.

g. Natural Science -----12 units

Chemistry, Physics, or Biology taken in high school count for 3 units each in meeting this requirement, although not more than half of it may be so met, and such allowance does not reduce the total number of units to be completed in the Lower Division. Work taken in college in fulfillment of this requirement must include at least 2 units of laboratory credit.

h. Social Science -----12 units

These may include Geography, History, Economics, Political Science, Sociology. (This requirement is fully met under 3 below, page 59.)

i. English ----- 6 units

j. Additional year-course.

At least 6 units in one of the following groups:

(1) Foreign Language (additional to e).

This may be satisfied in whole or in part in the high school, provided the language be Latin.

(2) Mathematics: Plane Trigonometry, Spherical Trigonometry, Plane Analytic Geometry, College Algebra, Introduction to Calculus. This may be satisfied partly in the high school.

(3) Philosophy.

3. Lower Division. Preparation for the major and the minor:

a. Required subjects in Social Science.

History 2A-B, or 3A-B; and Political Science 1A-B, or Geography 1 and 2, or Economics 1A-B. Students who have not had at least two years of European History in the high school must take History 2A-B.

b. When these required subjects are to be taken.

History 2A-B is designed especially for Freshmen, but is open to Sophomores. History 3A-B is designed for Sophomores and is not open to Freshmen.



Political Science 1A-B, or Geography 1 and 2, may be taken in the Freshman year. Economics 1A-B is a Sophomore subject and is not open to Freshmen, except in special cases, and only after consultation with the Head of the Social Science Department.

**4. Upper Division. Requirements for the major and the minor:**

**a. Major.**

Twenty-four units of Upper Division work in History are required. Of the 24 units, 6 must be in European History and 6 in United States History.

**b. Minor.**

Nine units of Upper Division work in History are required.

**c. Prerequisite to the major and the minor.**

The completion of 12 units of work in the Social Science group as specified above under 3a, page 59.

**5. Upper Division: General requirements.**

**a. Grades.**

The student must attain an average grade of C (one grade-point per unit) in all courses offered as a part of the 24-unit major.

**b. Maximum History units in the Upper Division.**

Not more than 30 units in the Upper Division courses taken in History after attaining Upper Division standing will be counted toward the B.A. degree.

**c. Required Upper Division units.**

Forty units of work done by Upper Division students must be strictly Upper Division.

**d. Units required in Upper Division.**

Fifty-four of the 124 units required for graduation must be completed after the student has been admitted to the Upper Division.

**e. Senior transfers to the college.**

Students with Senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in Upper Division courses, including at least 12 units in History, but no student may be graduated from the college on less than 24 units done in residence.

**f. Students who fail in the Lower Division to attain an average of one grade point for each unit of work taken in the Social Science department may, at the option of the department, be denied the privilege of a major in the department.**

## HOME ECONOMICS

### 1. General requirements for graduation with a major in Home Economics.

The B.A. degree in this field will qualify the student for a Special Secondary Credential.

#### a. Units for graduation.

One hundred twenty-four units (124) of college work are required for graduation. The students will complete, normally, 64 units in the Lower Division, and 60 units in the Upper Division.

#### b. Required units in Education.

Of the 124 units required for graduation, 15 must be taken in Education.

### 2. Lower Division: Specific requirements.

All of these requirements should be met in the first two years. They will more than meet all the requirements of the State Board of Education for Lower Division.

#### a. Subject A.

An examination in Subject A (English Composition) must be taken by all entrants at their first registration. Admission to courses in the English Department is postponed until students are able to pass this examination.

#### b. English 18A-B—Freshman Composition----- 6 units

#### c. Mathematics.

Students entering the college without two years of Mathematics (other than Arithmetic) must make up this deficiency by 6 units. These six units do not decrease the total units required for graduation. In case of students over 21 years of age at the time of entering the institution, substitutions may be made for the above requirement upon the approval of the credentials committee.

#### d. Foreign Language.

Students entering the college without two years of one foreign language must complete this deficiency by 10 units.

(The same rules regarding total units and substitutions passed on by the credentials committee applies here as in the case of Mathematics—see above.)

### 3. Required Lower Division courses in subjects for a major in Home Economics:

Art 1A—Design and Color .....	2 units
*Art 121B—Costume Design .....	2 units
Eng. 18A-B—English Composition .....	6 units
Eng. 15B—Elements of Public Speaking.....	2 units

\*This counts as Lower Division work in Home Economics.

Hist. 2A-B—History of Modern Europe	6 units
Pol. Sci. 99—American Political Institutions	3 units
Soc. 1—Elementary Sociology	3 units
Psy. 1A-B—Psychology	6 units
Sci. 1A-B—Inorganic Chemistry	6 units
Sci. 5—Organic Chemistry	3 units
Sci. 50A-B—Physiology and Bacteriology	6 units
*Sci. 100—Physiological Chemistry	3 units
H. S. 1-2—Food Study	6 units
P. E. 5A-B—Health and Physical Education	4 units
H. A. 90—Study of Textiles	2 units
H. S. 10X—Large Quantity Cookery	1 unit
Ed. 57—Introduction to the Study of Education	3 units
Total	64 units

4. Required Upper Division courses in subjects for major in Home Economics:

Ed. 175—Educational Psychology	3 units
H. E. Ed. 122A and H. A. Ed. 122B—Teaching Methods in Household Science and Art	4 units
Ed. 173—Secondary Education	2 units
Sci. 101A—Textile Chemistry	2 units
Sci. 101B—Food Chemistry	2 units
H. S. 108—Survey of Home Economics	2 units
H. S. 105—Household Administration	2 units
H. S. 104—Household Management	2 units
H. S. 103A-B—Dietetics and Nutrition	5 units
H. S. 107A-B—Demonstration and Serving	3 units
H. S. 132—Home Gardening and Landscaping	1 unit
H. S. 106A-B—Home Nursing and Child Care	4 units
H. S. 102Y-Z—Large Quantity Cookery	2 units
H. S. 130—Practice House	2 units
H. E. Elective	1 unit
H. A. 101A-B—Study of Clothing	6 units
H. A. 112—Millinery	2 units
H. A. 110A-B—Advanced Clothing	4 units
Art 111A—House Design	2 units
Art 113A—Interior Decoration and House Furnishing	1 unit
Art 147A-B—Weaving	2 units
Art 187B—Art Needlework	1 unit
Total	60 units

5. Total subjects in Lower Division:

Art	6 units
English	8 units
History and Political Science	9 units
Sociology	3 units
Psychology	6 units
Natural Science	18 units

Education .....	3 units
Health and Physical Education.....	4 units
Home Economics .....	9 units
<hr/>	
Total .....	64 units

#### 6. Total of subjects in Upper Division:

Art .....	6 units
Education .....	14 units
Science .....	4 units
Home Economics .....	36 units
<hr/>	
Total .....	60 units

#### 7. Minors.

Each candidate for graduation with a major in Home Economics Education may complete two minors selected from the following fields:

Art  
English  
History  
Physical Education  
Science

##### Art minor.

##### Lower Division—

Art 1A .....	2 units
Art 2B .....	2 units
Art 50A .....	1 unit
Art 57B .....	1 unit
<hr/>	
Total .....	6 units

##### Upper Division—

Art 111A .....	2 units
Art 121B .....	2 units
Art 147A-B .....	2 units
Art 187B .....	1 unit
Art 113A .....	1 unit
Art Methods for Home Economics.....	2 units
<hr/>	
Total .....	10 units

##### English minor.

##### Optional courses—

Eng. 15A or B—Public Speaking (Lower Division), *or*

Eng. 189—History of the English Language (or an equivalent Upper Division subject) .....

3 units

##### Required courses. Lower Division—

Eng. 18A-B—Freshman Composition .....	6 units
Eng. 82A-B—History of English Literature.....	6 units

## Upper Division—

Eng. 122—Shakespeare ----- 3 units

Eng. 180—Poetry (or an equivalent Upper Division  
subject) ----- 3 units

Total ----- 21 units

## History minor.

## Lower Division—

Hist. 2A-B or 3A-B ----- 6 units

Pol. Sci. 1A-B or Econ. 1A-B ----- 6 units

## Upper Division—

Nine units of Upper Division History.

Pol. Sci. 1A-B fulfills the state requirement in Constitution and American ideals.

If Econ. 1A-B is chosen in the Lower Division, the state requirement in Constitution and American ideals may be met in Upper Division by taking Hist. 102A-B as 6 units of the 9 required.

## Physical Education minor.

Students desiring to carry a minor in Physical Education must take the following additional courses following the four units (3A-B and 4A-B) of Lower Division work:

Physical Education Administration and Methods in Secondary Schools ----- 6 units

This includes:

P. E. 130 ----- 2 units

P. E. 42 ----- 2 units

P. E. 111 ----- 2 units

Ed. 177—Growth and Development of the Child ----- 2 units

Participation (P. E. 36) ----- 2 units

## Science minor.

## Lower Division—

Sci. 1A-B ----- 6 units

Sci. 50A-B ----- 6 units

Sci. 5 ----- 3 units

Total ----- 15 units

## Upper Division—

Sci. 100 ----- 3 units

Sci. 101A ----- 2 units

Sci. 101B ----- 2 units

Sci. Methods ----- 2 units

Practice Teaching in Science ----- 2 units

Total ----- 11 units



## 8. Institutional Management.\*

A two-year course offered to those students electing to train for management of institutional culinary departments, school lunchrooms, public or private cafeterias, direction of state institutions for the care of children, etc. Entrance is based upon high school graduation or the equivalent, plus a certain degree of maturity, coupled with good health. The course does not lead to certification for teaching, but the college gives a certificate testifying to the completion of the course.

**Requirements:** Inorganic Chemistry (6); Organic Chemistry (3); Food Chemistry (2); Textile Chemistry (2); Physiology (4); Bacteriology (2); Design and Color (2); House Design (2); Interior Decoration (1); Elementary Foods (3); Advanced Foods (3); Demonstration and Serving (3); Dietetics and Nutrition (5); Lunchroom Cookery (4); General Psychology (3); Household Management (2); Economics of Household Administration (2); Home Nursing (1); Child Care (2); Home Economics Survey (1); Elementary Clothing (3); Institutional Management (2); Marketing (2); Lunchroom Problems (4). Total, 64 units.

\*Under certain conditions this institutional management course may be combined with the degree course in Home Economics which might involve a little added time if the student is already carrying a full program.

An additional period of two weeks is required at the completion of the regular course for a personal management of the college lunch room. This involves the making out of daily menus, purchasing supplies for same, and scheduling the individual labor of the student workers.

## SUGGESTED FOUR-YEAR PROGRAM FOR A DEGREE COURSE WITH MAJOR IN HOME ECONOMICS

### Lower Division

#### YEAR I

##### First Semester

Psy. 1A—General Psychology .....	3 units
Hist. 2A—History of Modern Europe .....	3 units
Eng. 18A—English Composition .....	3 units
Sci. 50A—Physiology .....	3 units
Sci. 1A—Inorganic Chemistry .....	3 units
P. E. 5A—Health and Physical Education.....	1 unit

---

 16 units

##### Second Semester

Psy. 1B—Psychology and Life.....	3 units
Hist. 2B—History of Europe .....	3 units
P. E. 5B—Health and Physical Education .....	1 unit
Sci. 50B—Physiology and Bacteriology .....	3 units
Sci. 1B—Inorganic Chemistry .....	3 units
Eng. 18B—English Composition .....	3 units

---

 16 units

#### YEAR II

##### First Semester

Soc. 1—Elementary Sociology .....	3 units
Art 1A—Design and Color .....	2 units
Eng. 15B—Elements of Public Speaking .....	2 units
Sci. 5—Organic Chemistry .....	3 units
H. S. 1—Elementary Food Study .....	3 units
H. A. 90—Study of Textiles .....	2 units
P. E. 6A—Physical Education.....	1 unit

---

 16 units

##### Second Semester

Sci. 100—Physiological Chemistry .....	3 units
H. S. 10X—Large Quantity Cookery.....	1 unit
Ed. 57—Introduction to the Study of Education.....	3 units
H. S. 2—Advanced Foods .....	3 units
P. E. 6B—Physical Education .....	1 unit
Pol. Sci. 99—American Political Institutions (Constitution).....	3 units
Art 121B—Costume Design .....	2 units

---

 16 units

**Upper Division**

**YEAR III**

**First Semester**

H. S. 105—Household Administration .....	2 units
H. A. 101A—First Principles of Clothing .....	3 units
Ed. 175—Educational Psychology .....	3 units
H. S. 104—Household Management .....	2 units
Sci. 101A—Textile Chemistry .....	2 units
H. S. 102Y—Large Quantity Cookery.....	1 unit
H. S. 103A—Elementary Dietetics and Nutrition.....	2 units
	<hr/>
	15 units

**Second Semester**

H. A. 101B—First Principles of Clothing .....	3 units
Sci. 101B—Food Chemistry .....	2 units
H. E. Ed. 122A—Teaching Methods (Household Science).....	2 units
Art 147A—B—Weaving .....	2 units
H. A. Ed. 122B—Teaching Methods (Household Art).....	2 units
Art 187B—Art Needlework.....	1 unit
Art 111A—House Design .....	2 units
H. S. 107A—Demonstration of Foods.....	1 unit
H. S. 107B—History of Table Appointments and Serving.....	2 units
	<hr/>
	17 units

**YEAR IV**

**First Semester**

Elective .....	2 units
H. S. 130—Practice House .....	2 units
H. A. 110A—Advanced Clothing (Wool) .....	2 units
H. E. Ed. 131A—Supervised Teaching (Household Science)....	2 units
Art 113A—Interior Decoration and House Furnishing.....	1 unit
H. S. 132—Home Gardening and Landscaping.....	1 unit
H. S. 106B—Home Nursing and Hygiene.....	2 units
H. S. 106A—Health and Care of the Child.....	2 units
Ed. 173—Secondary Education .....	2 units
	<hr/>
	16 units

**Second Semester**

H. A. 110B—Advanced Clothing .....	2 units
H. S. 102Z—Large Quantity Cookery.....	1 unit
H. A. Ed. 131B—Supervised Teaching (Household Art).....	3 units
H. S. 108—Home Economics Survey.....	2 units
H. S. 103B—Advanced Dietetics and Nutrition.....	2 units
H. A. 112—Millinery .....	2 units
	<hr/>
	12 units
Total number of units.....	124

Upon the completion of the four-year course in Home Economics, the student is granted in addition to the B.A. degree, the state credential to teach all such subjects as are listed under the so-called Science phase of Home Economics, such as Foods and Nutrition, Health and Care of the Child, House Administration and Management, Home Nursing and Hygiene, and Gardening and Landscaping, as well as those subjects as are listed under the Art phase of Home Economics, such as Plain and Advanced Sewing, Dressmaking, Tailoring, Millinery, and Textiles.

### **Pre-Secondary Degree Course**

This course has the standard Lower Division requirements. The divergence comes in the Upper Division. The major does not cover the state requirements for special certification, which is 50 units. This major requires only 32. Practice Teaching may be eliminated and unit requirements in Education may be reduced to 12. It is possible in this major to select work with different objectives, e. g. leading toward specialization in dietetics, textiles and home making, health, etc.

If it is later desired, a general secondary credential covering teaching requirements may be secured by an additional year of study at a college or university authorized to grant this credential.

### **Special Courses Which May Be Offered**

A. **Training for Supervision of Home Economics Teachers.** This course aims to give students the general principles of supervision and the duties and functions of the supervisor as applied especially to the field of Home Economics in Secondary Schools. Specific problems will be worked out.

For graduates and advanced students only.

B. **Education in Methods for Teaching Home Making.** This course is intended primarily for teachers of Home Making. Emphasis will be given to the aims and phases of Home Making with the newer interpretation as applied to Secondary Education. Needed information and sources, practical application of Science, Art, and other subjects to the solving of problems in Home Making, methods of presentation and typical projects will be considered.

## INDUSTRIAL EDUCATION

### 1. General statement.

Courses in the Department of Industrial Education may be taken by four different groups of students:

- (1) Those taking the course leading to the B.A. degree with a major in Industrial Education or to a credential to teach Industrial Art without the degree.
- (2) Students majoring in other departments of the college in which certain courses in Industrial Education are required, or used as electives, or selected for minors.
- (3) Students in the Lower Division of the college who wish to satisfy requirements for transfer into architecture, engineering, etc., at other institutions.
- (4) Special students who wish to receive instruction and practice in drafting or mechanical work of various kinds for the purpose of applying the efficiency thus gained in present or future occupational activities rather than for college credit.

### 2. General requirements for the B.A. degree with a major in Industrial Education and a credential to teach:

Upon completion of the degree course with a major in Industrial Education, the graduate is granted also a state credential entitling him to teach industrial subjects and occupational studies in elementary and secondary schools.

#### a. Units for graduation.

The total number of units required for graduation with a major in Industrial Education is 124.

#### b. Foreign Language and Mathematics.

Students entering the college without two years of mathematics (other than arithmetic) and two years of one foreign language must complete (before they receive the baccalaureate degree) 6 units of mathematics and 10 units of a foreign language, except that, in case of students over 21 years of age at the time of entering the institution, substitutions for the above requirements may be made upon approval of the credentials committee.

#### c. Technical subjects.

Not less than 50 units of technical training must be completed for graduation. Of this total number, 20 units are specified requirements while the remaining 30 may be varied according to the interest and outlook of the individual student. This also satisfies the requirements of the State Board of Education for a credential to teach within this field.

Specific requirements:

Automotive Work	-----	6 units
Woodwork	-----	3 units
Drawing	-----	3 units



Electrical Construction -----	3 units
Machine Shop Practice -----	3 units
Sheet Metal Work -----	2 units

Technical electives:

The remaining 30 units of technical subjects may be selected from the list below or made up of additional courses listed under the headings in the required group below:

Aeronautics  
 Art-Metal Work  
 Battery Construction and Repair  
 Carpentry  
 Farm Mechanics  
 Forging and Welding  
 Furniture Upholstery  
 Home Mechanics and General Shop  
 Industrial Arts for Elementary Schools  
 Leather Work  
 Polychrome and Compo Work  
 Pattern Making and Foundry Work  
 Pumps and Irrigation Equipment  
 Wood Finishing and Painting  
 Printing

It is expected that at the end of the Sophomore year the student will elect to strengthen himself either in the woodworking or metal-working subjects, or in drafting, and will choose his technical subjects accordingly, under the advisership of the head of the department.

d. Minors.

Students majoring in Industrial Education may complete a minor in one of the following: Physical Education, Art, History (social science), English.

3. Lower Division: Specific requirements.

These will meet all the requirements of the State Board of Education.

a. Subject A.

An examination in Subject A (English Composition) is required of all entrants at their first registration at the college, except in the case of certain students with advanced standing (*see* page 30). Registration in courses in English is postponed until students are able to pass this examination. Failure to pass Subject A necessitates enrollment in English A, a noncredit English course.

b. Required Lower Division subjects for a major in Industrial Education:

Psy. 1A-B—General Psychology -----	6 units
Phys. 50A-B—Human Physiology -----	6 units
Eng. 18A-B—English Composition -----	6 units
P. E.—Health and Physical Education -----	4 units

Geo. 1—Geography .....	3 units
Econ. 2—Economics .....	3 units
Pol. Sci. 99—Political Science .....	3 units
Soc. 1—Elements of Sociology .....	3 units
Sci. 1A—Inorganic Chemistry .....	3 units
Ind. Ed. 27—Applied Science .....	3 units

c. Technical subjects required in the Lower Division:

Ind. Ed. 1—Freehand Drawing .....	2 units
Ind. Ed. 11—Foundations of Woodwork .....	3 units
*Ind. Ed. 2—Instrumental Drawing .....	3 units
Ind. Ed. 3—Architectural Drawing .....	3 units
Ind. Ed. 4—Machine Drawing .....	3 units
Ind. Ed. 31—Machine Shop .....	3 units

4. Upper Division requirements:

The following professional work is required for a degree in Industrial Education:

Ed. 57—Introduction to the Study of Education .....	3 units
Ed. 175—Educational Psychology .....	3 units
Ed. 173—Secondary Education .....	2 units
Elective in Education .....	2 units
Ind. Ed. 141—Vocational Education .....	2 units
Ind. Ed. 142—Study of Occupations .....	3 units
Ind. Ed. 143—Vocational Guidance .....	2 units
Ind. Ed. 147—Content and Materials in Industrial Education .....	2 units
Ind. Ed. 148—Teaching Problems in Industrial Education .....	3 units
Ind. Ed. 151—Supervised Teaching .....	5 units

b. Technical courses required:

Students will select a sufficient number of technical courses to complete the total of 50 units of technical work required for graduation. These subjects will be chosen in suitable groupings in consultation with the head of the department. The following suggested program indicates the subject requirements for the degree course both for Upper and Lower Divisions.

\*Students who have completed one year or more of mechanical drawing in high school and who show satisfactory accomplishment in this subject will receive credit for course 2, but this will not reduce the total requirements for the degree.

## SUGGESTED FOUR-YEAR PROGRAM FOR THE DEGREE COURSE WITH A MAJOR IN INDUSTRIAL EDUCATION

### Lower Division

#### YEAR I

##### First Semester

Psy. 1A—General Psychology .....	3 units
Phys. 50A—Physiology .....	3 units
Eng. 18A—English Composition .....	3 units
P. E. 51A—Health and Physical Education.....	1 unit
Ind. Ed. 1—Freehand Drawing .....	2 units
Ind. Ed. 11—Foundations of Woodwork.....	3 units
	15 units

##### Second Semester

Psy. 1B—General Psychology .....	3 units
Phys. 50B—Human Physiology .....	3 units
Eng. 18B—English Composition .....	3 units
P. E. 51B—Health and Physical Education.....	1 unit
Ind. Ed. 3—Architectural or Mechanical Drawing.....	3 units
Ind. Ed. 12—Furniture Construction .....	3 units
	16 units

#### YEAR II

##### First Semester

Econ. 2—Principles of Economics .....	3 units
Ind. Ed. 26—Applied Mathematics .....	2 units
Soc. 1—Elements of Sociology.....	3 units
P. E. 52A—Physical Education.....	1 unit
Ind. Ed. 4—Machine Drawing .....	3 units
Sci. 1A—Inorganic Chemistry .....	3 units
	15 units

##### Second Semester

Ed. 57—Introduction to the Study of Education.....	3 units
Geo. 2—Regional and Economic Geography .....	3 units
Pol. Sci. 99—American Institutions.....	3 units
Ind. Ed. 27—Applied Science .....	3 units
P. E. 52B—Physical Education .....	1 unit
Ind. Ed. 31—Machine Shop .....	3 units
	16 units

**Upper Division**

**YEAR III**

**First Semester**

Ed. 180—Industrial History of the United States	2 units
Ed. 175—Educational Psychology	3 units
Ed. 130—Electrical Construction	3 units
Ed. 134—Introduction to Automobile	3 units
Elective Shopwork	5 units

16 units

**Second Semester**

Ed. 113—Sheet-Metal Work	2 units
Ed. 141—Vocational Education	2 units
Eng. 15B—Public Speaking	2 units
Ed. 135—Internal Combustion Engines	3 units
Elective in Education	2 units
Elective Shopwork	5 units

16 units

**YEAR IV**

**First Semester**

Ed. 173—Secondary Education	2 units
Elective	2 units
Ed. 142—Study of Occupations	2 units
Ed. 147—Content and Materials	2 units
Ed. 151—Supervised Teaching	2 units
Elective Shopwork	5 units

15 units

**Second Semester**

Ed. 148—Teaching Problems	3 units
Ed. 143—Vocational Guidance	2 units
Ed. 151—Supervised Teaching	3 units
Elective Shopwork	7 units

15 units

**Total** 124 units

A minimum of two months (416 clock hours) of practical garage experience in addition to the 124 units of college work is required for the long term credential to teach automobile mechanics.

A minimum of not less than 8 units of college work plus not less than 416 clock hours of practical experience in a commercial shop are required for certification in printing.

\* The elective shopwork throughout the course must be selected under the approval of the head of the department. These electives will be chosen with reference to the student's major interest within this field.

## 6. Minors open to students who major in Industrial Education.

(The following minors are open to students of this department) :

### a. Physical Education minor.

A minor in Physical Education may be completed by students in Industrial Education by satisfying the following requirements. The completion of such a minor entitles the graduate to a limited credential in Physical Education activities for secondary schools. Subjects to be covered for Physical Education minor:

#### Lower Division courses—

P. E. 51A-B—Technique of Teaching Activities.....	2 units
P. E. 54, 55, 56, 57, 62, 67, 72, 74, 76, 78 (choice)	
Intercollegiate Sports .....	2 units

#### Upper Division courses—

Principles of Physical Education .....	3 units
Ed. 177—Growth and Development of the Child.....	2 units
Administration and Organization of Physical Education—Elementary .....	2 units
Administration and Organization of Physical Education—Secondary .....	2 units

### b. Art Education minor.

The following subjects will constitute a minor in Art for students majoring in Industrial Education:

#### Lower Division courses—

Ind. Ed. 2—Freehand Drawing.....	2 units
Art 50A—Lettering .....	1 unit
Art 1A—Design and Color .....	2 units
Art 57B—Basketry .....	1 unit
Art 51B—Applied Design (Toys) .....	2 units

#### Upper Division courses—

Art 177B—Jewelry .....	2 units
Art 137B—Pottery .....	4 units
Art 120A—Art Appreciation .....	1 unit

### c. History minor.

#### Lower Division courses—

Hist. 2A-B or 3A-B.....	6 units
Pol. Sci. 1A-B, or Econ. 1A-B, or Geography 1 and 2....	6 units

#### Upper Division courses—

Nine units of Upper Division History.

Pol. Sci. 1A-B fulfills the state requirement in Constitution and American ideals.

If either Econ. 1A-B or Geog. 1 and 2 is chosen in the Lower Division, the state requirement in Constitution and American ideals may be met in the Upper Division by taking Hist. 102A-B as 6 of the 9 units required.



d. English minor.

Optional courses :

Eng. 15A or B—Public Speaking (Lower Division), or	
Eng. 189—History of the English Language (or an	
equivalent Upper Division subject)-----	3 units

Required courses :

Lower Division—

Eng. 18A—B—Freshman Composition -----	6 units
Eng. 82A—B—History of English Literature-----	6 units

Upper Division—

Eng. 122—Shakespeare -----	3 units
Eng. 180—Poetry (or an equivalent Upper Division	
subject) -----	3 units

7. Course leading to a limited credential in Industrial Arts Education.

(A course open to persons with trade experience).

a. Entrance requirements :

- (1) Minimum and maximum age limits for entrance, 24 to 45.
- (2) Graduation from a four-year high school or its equivalent.
- (3) Not less than five years of practical experience in an approved trade.
- (4) Successful passing of trade and aptitude tests as provided by the college.

b. Training required :

Not less than one year of special teacher-training, consisting of a minimum of 30 units, distributed approximately as follows:

Educational Psychology -----	3 units
Vocational Guidance -----	2 units
Teaching Problems in Industrial Education-----	3 units
Practice Teaching -----	4 units
Related Mathematics and Science-----	3 units
Drawing and Design -----	4 units
Related Shopwork -----	5 units
English -----	3 units
Social Science -----	3 units

Total minimum requirements -----30 units

Upon successful completion of this course, the student is granted, upon the recommendation of the college, a state credential to teach a limited range of shopwork in secondary schools. This credential may be broadened from time to time upon completion of additional requirements.

**8. Special credential for teaching Farm Mechanics.**

By taking a course of 10 units in Farm Mechanics, approved by the state supervisor of agricultural education, students who have completed 40 units of the required technical work will receive in addition to their credential in Industrial Arts Education, a special credential in Farm Mechanics entitling them to teach Farm Mechanics to classes in Vocational Agriculture organized under the Federal and State Vocation Education Acts. At the present time, part of the technical work prescribed in this course may be taken at the Agricultural School of the University of California, located at Davis.

**9. Work leading to credential in Supervision.**

Persons who hold the credential for teaching Industrial Arts Education and who have had at least 17 months of successful teaching experience may obtain the credential in Special Supervision within this field by taking the following courses:

- a. Four semester units of work selected from at least two of the following courses (Growth and Development of the Child required).
  - (1) Growth and Development of the Child.
  - (2) Philosophy of Education.
  - (3) History of Education in the United States.
  - (4) Social Value of the Special Field in which Supervision is to be Done.
- b. Six semester units of work selected from the following group (Organization, Objectives, and Supervision of Instruction in Industrial Education required):
  - (1) Organization, Objectives, and Supervision of Instruction in Industrial Education.
  - (2) Tests and Measurements in the Special Field.
  - (3) Problems of Supervision in Industrial Education.
  - (4) Vocational Guidance.

For further information about this credential see State Board of Education Bulletin H-2.

**10. Minors in Industrial Arts for students of other departments.**

Minors in Industrial Arts may be completed by students of other departments of the college as follows, such minors to consist of not less than 15 units of special work as follows:

**a. For students majoring in art:**

Lower Division required	-----10 units
Ind. Ed. 2—Instrumental Drawing-----	3 units
Ind. Ed. 10—Elementary Woodwork -----	2 units
Ind. Ed. 3—Architectural Drawing -----	3 units
Ind. Ed. 22—Elementary Furniture Construc-	
tion -----	2 units

Upper Division required .....	6 units
Ind. Ed. 125—Painting and Wood Finishing---	2 units
Ind. Ed. 126—Art Metal Work .....	2 units
Ind. Ed. 124—Reed Furniture Construction---	2 units

b. For students majoring in Elementary Education:

Lower Division required .....	9 units
Ind. Ed. 1—Freehand Drawing .....	2 units
Ind. Ed. 2—Instrumental Drawing .....	3 units
Ind. Ed. 10—Elementary Woodwork .....	2 units

And two units selected from the following:

- Ind. Ed. 124—Reed Furniture Construction.
- Ind. Ed. 3—Architectural Drawing.
- Ind. Ed. 15—Printing.

Upper Division required .....	6 units
Ind. Ed. 129—Industrial Arts for Elementary Schools .....	2 units
Ind. Ed. 126—Art Metalwork .....	2 units
Ind. Ed. 123—Art Craft .....	2 units

c. For students majoring in Junior High School Education:

Lower Division required .....	9 units
Ind. Ed. 1—Freehand Drawing .....	2 units
Ind. Ed. 2—Instrumental Drawing .....	3 units
Ind. Ed. 10—Elementary Woodwork .....	2 units, or
Ind. Ed. 11—Foundations of Woodwork-----	2 units
Ind. Ed. 22—Elementary Furniture Con- struction .....	2 units

Upper Division required .....	6 units
Ind. Ed. 126—Art Metalwork .....	2 units
Ind. Ed. 127—Leather Work .....	2 units

And two units from the following:

- Ind. Ed. 142—Study of Occupations.
- Ind. Ed. 143—Vocational Guidance.
- Ind. Ed. 148—Teaching Problems in Industrial Education.

## PHYSICAL EDUCATION

A medical examination is required of every student enrolled in the college. Every student in regular courses, unless excused by the medical examiner is required to enroll in some physical education course during each of the first four semesters in college (Freshman and Sophomore years). Students assigned to restricted activity courses by the medical adviser will be assigned to individual work under the course "Individual Adaptations" (P. E. 8—women; P. E. 53—men).

The Physical Education Department is serving the college in two divisions. First, it is furnishing activity courses for every student enrolled in the college, and secondly it is offering courses for those students who wish to make the profession of Physical Education their life work.

### Courses Offered to Meet Requirements in Physical Education in the Lower Division

#### MEN

Courses P. E. 51A, 51B, 52A, and 52B, or the equivalent in P. E. 53 are the courses to be taken by regular students in the Lower Division.

#### WOMEN

Courses P. E. 1A, 1B, 2A, 2B, and 103 are for students in Elementary Education and Junior High School Education, except those minoring in Physical Education. Courses P. E. 3A, 3B, 4A, and 4B are required of all students intending to specialize in Physical Education, either major or minor. Courses 5A, 5B, 6A, and 6B, or the equivalent in Course 8 are open to all other women in college.

### Four-Year Course Leading to B. A. Degree and Special Secondary Credential in Physical Education

Students may obtain simultaneously a B.A. degree with a major in Physical Education and the special secondary credential in Physical Education. At the same time, they may complete a minor in some field taught in the public schools of the state.

Students desiring to specialize in the field of Physical Education must be physically sound, and believe in and demonstrate the highest type of leadership.

The special secondary certificate in Physical Education enables the student to obtain positions in elementary, junior high, and senior high schools, and special positions in the recreation or coaching fields.

#### 1. General requirements for graduation with a major in Physical Education.

##### a. Units for graduation.

One hundred twenty-four units of college work are required for graduation with a major in Physical Education. The student will complete, normally, 64 units in the Lower Division and 60 units in the Upper Division.

b. **Maximum units in Physical Education.**

Not more than 50 units of the 124 required for graduation may be taken in Physical Education.

c. **Education courses.**

At least 15 units must be completed in professional courses in Education, including not less than 4 units of Directed Teaching.

d. **Minor.**

Each candidate for graduation with a major in Physical Education must complete a minor in a subject usually taught in the high school. The minor must include at least 12 units in some field, at least 6 units of which must be in the Upper Division. The requirements differ in the different departments, and each minor must be arranged in accordance with the requirements in the department in which it is taken.

**Lower Division: Specific requirements.**

a. **Subject A.**

An examination in Subject A is required of all entrants at the time of their first registration in the college. This test must be passed, either in examination or in course, before taking any course in the English Department, either by auditing or enrollment.

b. **Course in American Institutions.**

Political Science 99 (or its equivalent) must be completed by all candidates for the B.A. degree.

c. Psychology ----- 6 units

d. Natural Science ----- 12 units

e. Social Science ----- 12 units

f. English ----- 6 units

g. Health and Physical Education ----- 2 units

h. Physical Education ----- 4 units

i. Public Speaking ----- 6 units

j. Education. Ed. 57—Introduction to the Study of Education 3 units

**Lower Division preparation for the Physical Education major and minor. Required subjects in Physical Education:**

**Women—**

Major: Eighteen units are required in Lower Division work to be chosen from the following courses: P.E. 3A-B, 4A-B, 21, 22, 23, 24, 25, 26, 27, 35, 41, 42.

Minor: Six units are required. The following may be used to satisfy this requirement: P. E. 3A-B, 4A-B, 36.

**Men—**

Major: Twenty-two units of Lower Division work in Physical Education are required. These are to be selected from the following courses: P. E. 41, 42, 51A, 56, 60, 65, 66, 70, 71, 73, 75, 77.



Minor: Four units of Lower Division work in Physical Education are required. These are to be selected from the following courses: Two units from P. E. 51A and B, and 2 units from P. E. 54, 55, 56, 57, 62, 67, 72, 74, 76, 78.

#### 4. Upper Division requirement for the major and minor:

##### a. Major.

###### Men—

Nineteen units of Upper Division work are required. These must include: P. E. 110A-B-C, 150, 151, 152, 153, 154, 155, 156.

###### Women—

Twenty-one units of Upper Division work are required. These must include: P. E. 103, 110A-B-C, 111, 121, 122, 123, 130.

##### b. Minor.

###### Men—

Nine units of Upper Division work are required. These must include: P. E. 103, 150, 152, 177.

###### Women—

Nine units of Upper Division work are required. These must include: P. E. 103, 111, 114, 130.

##### c. Prerequisites for the major and minor.

The Physical Education courses listed under 3a are required courses in the Lower Division preparatory to work for the major and minor in Physical Education.

#### 5. Upper Division: General requirements.

##### a. Grades.

The student must have an average grade of C (one grade-point per unit) in all courses offered as a part of the 50-unit major.

##### b. Maximum Physical Education units in the Upper Division.

Not more than 30 units of Upper Division courses taken in Physical Education after entering the Upper Division will be counted toward the B.A. degree.

##### c. Required Upper Division units.

Twenty-four units of work done by students in the Upper Division must be selected from the following Upper Division subjects: Ed 139, 173, 174A-B, 175, 177 are required, and 10 units selected from Ed. 117, 136B, 137, 157, 178, or 10 units in the minor.

##### d. Units required in the Upper Division.

Forty units of the 124 required for graduation must be completed after the student has been admitted to the Upper Division.

##### e. Senior transfers to the college.

Students with Senior standing at the time of admission, who transfer to the college from other institutions, must complete 24 units in residence, 18 of which must be in Upper Division courses, including at least 12 units in Physical Education.

# SUGGESTED FOUR-YEAR PROGRAM IN PHYSICAL EDUCATION

## Lower Division

### YEAR I

#### First Semester

Psy. 1A—Psychology .....	3 units
Eng. 18A—Freshman Composition .....	3 units
Sci.—Physics, Chemistry, or Biology .....	3 units
Soc. 1—Sociology .....	3 units
P. E.—Physical Education .....	1 or 3 units
One unit to be P. E. 51A (Men) or 3A (Women) and 2 units to be selected from P. E. 65, 70.	
Electives (other than Physical Education) .....	1 or 3 units
<hr/>	
16 units	

#### Second Semester

Psy. 1B—Psychology .....	3 units
Eng. 18B—Freshman Composition .....	3 units
Sci.—Physics, Chemistry, or Biology .....	3 units
Ed. 57—Introduction to the Study of Education .....	3 units
P. E.—Physical Education .....	1 or 3 units
One unit to be P. E. 51B (Men) or 3B (Women) and 2 units P. E. 56.	
Electives (other than Physical Education) .....	1 or 3 units
<hr/>	
16 units	

### YEAR II

#### First Semester

Sci. 50A—Physiology .....	3 units
Eng. 15A—Public Speaking .....	3 units
Pol. Sci. 99—American Institutions .....	3 units
Econ. 1B—Economics, or Geo. 1—Fundamentals of Geography .....	3 units
Physical Education .....	3 or 4 units
To be selected from P. E. 4B, 22, 23A, 77.	
Electives (other than Physical Education) .....	1 unit
<hr/>	
16-17 units	

## Upper Division

### YEAR III

#### First Semester

Ed. 175—Educational Psychology .....	3 units
Ed. 174A—Junior High School Education .....	2 units
Ed. 139—Public Education in California .....	2 units
Ed. 157—Educational Periodicals .....	1 unit
P. E.—Physical Education .....	6 or 8 units
To be selected from P. E. 24, 25A, 32, 41, 103, 111, 154, 157, 158.	
Electives (other than Physical Education) .....	3 units
<hr/>	
16 units	

## Second Semester

Ed. 174B—Junior High School Methods and Management-----	3 units
P. E.—Physical Education -----	10 units
To be selected from P. E. 25B, 26, 42, 60, 110A, 121, 130, 150.	
Electives (other than Physical Education)-----	3 units
	<hr/> 16 units

## YEAR IV

## First Semester

Ed. 117—History of Education in America -----	2 units
Ed. 136B—Educational Measurements -----	3 units
Ed. 173—Secondary Education -----	2 units
P. E.—Physical Education -----	7 units
To be selected from P. E. 27, 33, 110B, 122, 151, 152.	
Electives (other than Physical Education)-----	3 units
	<hr/> 17 units

## Second Semester

Ed. 177—Growth and Development of the Child-----	2 units
Ed. 137—Educational Statistics -----	2 units
Physical Education -----	7 or 10 units
To be selected from P. E. 25B, 31, 34, 35, 73, 76, 102.	
Electives (other than Physical Education)-----	2 or 5 units
	<hr/> 16 units

## DESCRIPTION OF COURSES

### ART

MARY E. T. CROSWELL  
ETTORE CADORIN  
AUSTINE I. CAMP  
WALTER L. CHEEVER  
RUTH M. DOOLITTLE, B.A.  
ISABEL MORTON FISH  
FRED L. GRIFFIN, B.A.  
CHARLES MEREDITH  
ROY LAWHORNE

### LOWER DIVISION COURSES

#### Art 1A. Design and Color (2).

The principles of art structure as developed in design and color are the foundation of all art work. Problems are given involving original studies in spacing, line, composition and color harmony, as applied to orders, surfaces and textiles.

#### Art 2B. Elementary Freehand Drawing (2).

Lectures are given on freehand perspective, followed by practical application of the principles to the sketching of objects, interiors, exteriors, street scenes and landscapes, in accented outline and light and shade. Pencil rendering.

#### Art Ed. 19A. Public School Art Methods (2).

Offered for the general professional department. The problems are arranged to meet the needs of elementary school teachers. They are based upon the principles of design, and, where possible, are developed with industrial application.

Poster, furniture, fabric, and toy designs are developed through paper cutting, and made with paper, cardboard, or other suitable material.

Stick and linoleum block printing in practical problems with color on paper and cloth.

Modeling animals, tiles, and small figure compositions, with plasticine and casting in plaster.

Problems in sewing and making booklets and covering boxes.

All problems have an industrial application.

#### Art 50A. Lettering (1).

Instruction in fundamental principles of lettering, using pencil, brush, and pen in their application to poster, illumination, and illustration. Design the basis of fine lettering.

#### Art 51B. Applied Design (Toys) (2).

The principles of design and color applied in original patterns for toys, constructed with cardboard, beaver-board, and wood. Painted with poster and enamel paint.

**Art 52A. Water Color Painting (2).**

Still life compositions in water color. Prerequisite: Course 2.

**Art 57B. Basketry (1).**

This course deals with the preparation of materials, including dyeing and staining. Instruction is given in making sewed and woven baskets from original designs. Raffia, reed, and native materials are used.

The handicraft arts of the American Indians, and other peoples, both ancient and modern, are studied. Collections of photographs, or tracings are made and reports given.

**Art 60B. Poster (2).**

The principles of advertising are studied and various types of design are made with application to the commercial and theatre poster in black and white and color. Prerequisite: Course 50A.

**UPPER DIVISION COURSES****Art 101B. Advanced Design and Color. 1A Prerequisite (2).****Art 107A. Stage Craft (2).**

Problems of color, costume, and lighting for the staging of plays developed to scale in miniature, and, when possible, executed in full proportions.

**Art 111A. House Design (2).**

Lectures on the history and appreciation of architecture and studies of exteriors and interiors as applied to the home. A study of the material used in house construction; drawing original plans to scale.

**Art 113A. Interior Decoration and House Furnishings (2).**

Lectures on appreciation of art in the home with practical application of the principles of design and color used in decorating and furnishing. This course includes the choosing of wall coverings, furniture, rugs, hangings, china, and the study of period furniture. Training is given in rendering elevations and perspective in color through problems involving the treatment of walls, floors, ceiling, and furniture.

**Art 120A. Art Appreciation and History (1).**

Illustrated lectures on the history of architecture, sculpture, and painting.

**Art 120B. Art Appreciation and History (1).**

Prerequisite Art 120A. Text for 120A-B *Art Through the Ages*-Gardner.

**Art 121B. Costume Design (2).**

Study of mass, line, and composition in relation to the human figure as applied to costume. Original designs are made for the modern house.



and street costume, as well as for stage, festival, and pageantry. Pencil, ink, and water color rendering. Lecture on historic costumes.

**Art 127A. Bookbinding (1).**

Problems in making and pasting carried out in binder's board, paper, and silk—desk sets, glove boxes, and letter portfolios.

**Art 127B. Bookbinding (1).**

Prerequisite 127A. Instruction in the mending, sewing, and binding of books.

**Art Ed. 129A. Teachers' Course in Art (Elementary) (2).**

A study of the methods of teaching art in elementary schools. Making original problems, and developing courses of study.

**Art Ed. 129B. Teachers' Course in Art (Secondary) (2).**

A study of the methods of teaching art in secondary schools. Making of courses of study and the collection of illustrative material.

**Art 131B. Applied Design (Textiles) (2).**

Original designs are applied to textiles and other materials. Emphasis given to printing on textiles; all hand-processes are used, such as wood-block and linoleum printing, stenciling, batik, tie, and dyeing.

**Art 137B. Pottery (4).**

A study is made of the composition of clays and glazes; hand building and decorating forms from original designs; casting and pouring of forms. Actual practice in using the kiln.

**Art Ed. 145. Organization, Objectives, and Supervision of Instruction in Art Education (3).**

In this course particular attention will be given to the function of the Art Supervisor in Elementary Education and the relationship to the principal and teachers in such a system.

General principles affecting classroom teaching of art, teachers' meetings and personal conferences with teachers will be discussed.

**Art 147A. Weaving (1).**

This course takes up the principles and processes of weaving from earliest times. Looms are assembled and put into working order; small looms for making Oriental rugs and woven tapestry are constructed, and weaving by cards is illustrated. Students may exercise personal choice in use of materials and of articles woven.

**Art 147B. Weaving (1).**

This course affords practice in the various methods by which the craft becomes an expression of art—employing color, line, and texture as a medium; it covers the ground from mere weave effects to the coverlet—types of weaving, overshot, double faced and double woven fabrics. The

place of weaving in the history of civilization is discussed. Prerequisite: Course 147A1.

**Art Ed. 150A-150B. Directed Teaching (2) (3).**

Teaching of design, drawing, painting, modeling, and art crafts in the elementary and secondary schools. Written lesson plans, prepared materials, and discussions.

**Art 152A. Advanced Drawing (2).**

Lectures on anatomical construction of the human figure, application, drawing from life, head and costumed model, charcoal, chalk.

**Art Ed. 155. Problems of Supervision in Art Education (3).**

Methods and specific problems involved in the effective supervision of art education, type projects in courses of study, teachers' schedules, evaluation of teachers' efficiency, and office organization will be the basis of this course.

**Art 157A. Leather Tooling (2).**

Original designs developed in leather tooling and staining applied to the making of bags, purses, and book covers. Modern and antique styles studied.

**Art 162A. Advanced Drawing (2).**

Painting in oil, landscape composition.

**Art 164B. Sculpture (2).**

Modeling from cast and life—casting.

**Art 172B. Mural Decoration (2).**

Decorative compositions in various media, applied to the beautifying of wall spaces in the home and in public buildings.

**Art 177B. Jewelry (2).**

Making of buckles, fobs, chains, necklaces, rings, setting of stones, polishing and finishing of metal, coloring by chemical methods.

**Art 182B. Advanced Drawing (2).**

From life, head and costumed figure, figure composition. Charcoal.

**Art 187B. Art Needlework (2).**

The construction and application of various stitches, affording a medium for reproducing designs on clothing, articles for interior decoration millinery, and all problems to which needlework is applied.

**EDUCATION**

CHARLES L. JACOBS, PH.D.  
CLARENCE L. PHELPS, M.A.  
LAURA SPECHT PRICE, M.A.  
ELIZABETH BISHOP, M.A.  
EDITH M. LEONARD, B.E.  
ELSIE A. POND, M.A.  
ROBERT WORMSER, B.A.  
NETTIE A. MAURER, M.A.  
MARGARET M. BURKE, B.A.

**LOWER DIVISION COURSES****Ed. 57. Introduction to the Study of Education (3).**

An orientation course dealing in a general way with the aims and objectives of education, the historical background for the development of our present school systems, the high lights in our past and present educational theory and philosophy, and the broad outlines of school and curriculum organization and administration.

**UPPER DIVISION COURSES****Ed. 117. History of Education in the United States (2).**

A study and interpretation of American educational progress and current practice. It deals with the more important problems of present day education in the light of their historical development. Readings, reports, discussions.

**Ed. 120X. New Procedure in Teaching Reading (2).**

The object of this course is to review the recent developments in teaching reading which have resulted from several carefully conducted scientific experiments.

**Ed. 127. Kindergarten-Primary Education (2).**

Genetic treatment of the home and school life of the child from infancy through the fifth year, with consideration of the special characteristics of this stage of development and applications to the problems of the kindergarten curriculum.

**Ed. 136A. Educational Tests and Measurements (2).**

An elementary course in examination methods in modern school practice. It discusses the difference between testing and teaching, the significance of standardization, and gives some practice in the simpler pedagogical and group mental measurements, with emphasis on simple diagnosis.

**Ed. 136B. Educational Measurements (3).**

An advanced course in examination methods; laboratory work; individual mental measurements; diagnostic methods. Opportunity for advanced students to do supervised research work.

**Ed. 137. Educational Statistics (2).**

The application of the theory of statistics to measurements in the field of education. The collection and tabulation of data, the theory of averages of variability, of correlation, and the use of the frequency curve. Graphic representation of statistical data.

**Ed. 139. Public Education in California (2).**

General problems of school administration discussed from the functional standpoint, as related to the California school system and its laws. Fulfills the state credential requirement in school law.

**Ed. 157. Educational Periodicals (1).**

A study of current magazine material in the field of education. Readings, discussions, reports.

**Ed. 165A. Elementary Educational Procedure (3).**

Reading, phonetics, language, spelling, handwriting.

Application of the principles of psychology and education to the organization of material. Observation and critical study of current technique in teaching; study of state texts.

**Ed. 165B. Elementary Educational Procedure (3).**

Arithmetic, history, geography. Continuation of Ed. 165A.

**Ed. 166. Introduction to Teaching (2).** (Prerequisite to Ed. 167A.)

An observation, participation, conference course, dealing with elementary school and classroom management.

**Ed. 167A-B. Supervised Teaching Elementary School (8).**

Practical experience in the field. Observation and critical study of method; participation, organization of subject matter into lesson plans; instruction of typical groups of children; individual and group conferences and discussions. Ed. 166 is prerequisite.

**Ed. 168. Introduction to Teaching (2).**

Observation of classroom activities and limited participation as a prerequisite to Ed. 169A.

**Ed. 169A-B. Supervised Teaching Junior High School (8).**

Practical experience in the field. Observation and critical study of method; participation, organization of subject matter into lesson plans; instruction of typical groups of children; individual and group conferences and discussions. Ed. 168 is prerequisite.

**Ed. 170X. Philosophy of Education (2).**

An intensive study of education in relation to life. Readings, reports, and discussions aiming toward formulation of a working philosophy of education for the life needs of today. Required for the administration and supervision credentials.

**. 171X. The Principal and His School (3).**

The opportunities and responsibilities of a modern school principal. Plans of securing improvement in instruction; classification and promotion of pupils; retardation; effective use of the school plant; program making; extra-curricular activities.

**. 172. Ethics for Teachers (2).**

An examination of the underlying principles of teacher relationship and of teacher-patron and teacher-social problems. A study of professional standards as they relate both to life and to the school.

**. 172X. Modern Practice and Experiments in Education (2).**

This course will set forth the important new practices and the better known experiments in education now being carried on. The object will be to evaluate these practices and experiments in terms of theory, practice, and results.

**. 173. Secondary Education (2).**

A special study of the objectives, curriculum, and methods of the American secondary school in the light of its historical development and European backgrounds. Related to the problems of the junior high school and elementary school on the one hand and to the problem of higher education on the other.

**. 174A. Principles of Junior High School Education (3).**

Principles of education as applied to the junior high school problem. The place and function of the junior high school, the character of its pupils, its organization and course of study, and its relation to the elementary school and to the senior high school.

**. 174B. Junior High School Procedure (3).**

Modern procedure in classroom practice in junior high schools. The object method, the socialized recitation, examination and testing methods, teaching how to study will be subjects for special consideration.

**. 174C. The Administration of a Junior High School (3).**

The special purpose of this course is to review the development of the junior high school, study the existing forms of organization, give information as to its special functions, and to advise as to curricula and courses of study, methods of teaching, grouping, assigning courses, and administration and scheduling of classes.

**. 174X. School Administration and Supervision (3).**

The object of this course is to distinguish between the functions of administration and supervision, and to lay down principles necessary for the efficient conduct of a school. Selection and rating of teachers, curriculum making, etc.



**Ed. 175. Educational Psychology (3).**

The principles of psychology in relation to the educative process. The original nature of man and his development, with emphasis on individual differences due to environment and heredity and their influence upon the acquisition of knowledge, skills, attitudes, and appreciations.

This course requires as prerequisite a knowledge of general psychology.

**Ed. 176. Advanced Educational Psychology (2).**

A course offered for students who have shown exceptional ability in the educational psychology course. Each student will elect and pursue throughout the term some particular problem of special interest.

**Ed. 176X. Psychology of Elementary School Subjects (2).**

A study of the laws of learning as applied to the teaching of various school subjects with special attention to the most recent experiments and latest findings.

**Ed. 177. Growth and Development of the Child (2).**

The mental and physical growth and development of the school child in relation to school adjustment, with special emphasis on the physical basis of education, the general laws of growth, physical defects, the health of the school child, and preventive mental hygiene.

**Ed. 178. Educational Sociology (2).**

The influence of the nature of our form of society and government upon the character of our schools. The way groups operate and the consequence of this operation as it affects school work. The school as an agency of meeting and effecting social changes.

**Ed. 180. Character Education (2).**

A study of the various means employed to inculcate the habits of conduct deemed essential to effective living in a democratic society and an evaluation of the different methods used to foster moral living.

**Ed. 181. Parent-Teacher Contacts (2).**

This course is designed to familiarize teachers with the problems involved in helping parents to correct the child's home and school maladjustments. The methods of case work will be studied as well as how various institutions may contribute to the welfare of the non-social child. Consideration will be given to the use of positive methods on the part of parents in promoting habit behavior, self-control, and other desirable qualities.

## ENGLISH

WILLIAM ASHWORTH, M.A.

WILLIAM C. MAXWELL, PH.D.

FRANK L. FENTON, M.A.

### **English A (non-credit).**

**Webster's Collegiate Dictionary** is necessary for all courses in the English Department.

English A is the course prescribed for students who have received unsatisfactory grades in Subject A (entrance examination in English Composition). Fee, \$10, to be repeated each time the student takes the course.

## LOWER DIVISION COURSES

### Freshman Year

#### **English 15A-B. Public Speaking (3-3).**

Practice in oral rhetoric; exposition and argumentation; organization and presentation of suitable platform speeches.

#### **English 18A-B. Freshman Composition (3-3).**

A study of the mechanics of composition; constant practice in theme writing; an attempt to develop good taste and an adequate expression in English; assigned readings; personal conferences.

### Sophomore Year

Second-year English presupposes the obtaining of a satisfactory grade in English 18A-B. Otherwise, the permission of the departments must be secured before enrollment.

#### **English 80. World Literature (3).**

Lectures and assigned readings in translation of some of the world's literary masterpieces, both ancient and modern. The material used will vary from year to year.

#### **English 81A. American Literature (3).**

A general survey of American literature, with detailed attention to the more important writers in the colonial and national periods.

#### **English 82A-B. English Literature (3-3).**

A historical survey of the classics of English literature, with special attention to the rise and evolution of typical literary forms, and of their relation to political, economic, and cultural backgrounds.

#### **English 83. Short Story (3).**

The reading of some of the classics in this field; the elaboration of plots and the writing of short stories based upon material developed by the members of the class. Prerequisite: A grade of at least B in English 18A-B.

**English 84. Essay (3).**

The reading and discussion of essays, for the most part modern, planned to give an understanding and an appreciation of this type of literature; the preparation of magazine articles, literary, and dramatic criticisms, both formal and informal in character. Prerequisite: A grade of at least B in English 18A-B.

**English 85. Writers of Today (3).**

A survey of contemporary English literature; discussions of current tendencies; required readings.

**English 87. Bible as Literature (3).**

Representative parts of the Old and New Testaments studied as literature.

**English 88. Critical Theory (3).**

A chronological study in the literature of English and American criticism, with readings from Dryden, Coleridge, Pater, Shaw, Spingarn, Mencken, and others. Consideration will be given to the theories of Tolstoi, Brandes, France, Schopenhauer, Hoyt, Croce, and other modern critics.

## UPPER DIVISION COURSES

### Junior Year

English courses from 120 to 189, inclusive, presuppose junior standing. In exceptional cases students with 12 hours of work whose standing is satisfactory may register in junior classes. In any event such work will count for Lower Division credit only.

**English 120. Modern Drama (3).**

A study of contemporary English and continental drama, based upon the reading, discussion, and criticism of significant plays; modern theories of stagecraft; the technique of the contemporary theater and possible tendencies of the drama. (This course may be taken to advantage with English 129).

**English 122. Shakespeare (3).**

Rapid reading of at least 15 of the more important plays, chosen in chronological order, from the Shakespearian canon. Lectures, discussions, weekly reports, and special assignments. This course is required of all English majors.

**English 123. The Modern Novel (3).**

A survey of current fiction in England and America; changing aspects of the recent novel; contemporary philosophy in the guise of fiction. Lectures, discussions, reports, bibliography.

**English 129. Pageantry and Play Production (3).**

Origin and development of pageantry; subjects suitable for community expression in pageant form; a general study into the mechanical possibilities and limitations of the modern theater; construction of models, stage settings, and properties. (This course may be taken to advantage with English 120).

**English 180. Poetry (3).**

The study of the appeal, content, forms, and methods of poetry; its possibilities as a vehicle for the interpretation of life; a study of types.

**English 187J. Children's Literature (2).**

Sources of juvenile literature; folk tales; histories, scientific and geographical tales; modern children's stories; reorganization of typical examples into good dramatic form; the pageant as an outgrowth of folk-culture.

**English 188A-B. Eighteenth Century Literature (3-3).**

The Restoration and its influences; Dryden, Shaftsbury, and other forerunners of romanticism; Johnson and his circle; the rise of romanticism and its triumph; Burns, Wordsworth, Coleridge, Scott, Byron, Keats, and Shelley.

**English 189. History of the English Language (3).**

A general survey of the English language; its relation to other languages; the chief periods; the development of forms, sounds, and meanings, and foreign influences.

**English 190. Philosophy in English Literature of the 19th Century (3).**

The philosophic theories, expressed and implied, in the great writers of the last century; their attitude toward mysticism, free will, mechanism, materialism, fate, idealism, etc.

**Senior Year**

Designed primarily for English majors with Senior standing. Seniors in other departments may enroll in the following courses, however, upon satisfying the department as to their preparation.

**English 217. Chaucer (3).**

The poems of Chaucer, with special attention to *The Canterbury Tales*, and the *Troilus and Criseyde*; important contemporary writers.

**English 231. Spenser (3).**

Spenser as "a gateway to the renaissance;" the religious, political, and cultural background of sixteenth century Europe; the problems of Tudor England as revealed in Spenser; a careful reading of *The Faerie Queene* and other poems.

**English 247. Milton (3).**

A rapid survey of the epic as developed by Homer, Virgil, Dante, and Milton; an intensive study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*; Milton as a writer of prose; his influence on the thought and poetry of succeeding generations; the modern epic.

**English 251. Old English (3).**

Grammar and translation of selected passages.

**English 253. Middle English (3).**

Grammar and translation of selected passages.

**English 298. Seminar (Honor Course) Credits to be arranged.**

The English seminar is planned for independent study and research for such students who, in the opinion of the English department, are deemed equal to its demands. *Eligibility.*—Enrollment is possible only through invitation of the department and not through the choice of the student. Generally speaking, those undergraduates will be considered who have obtained at least their junior standing, and who are in the upper quartile. No definite number of units can be stated for this work, these varying with the demands of individuals.

**English 299. Comprehensive Review. Credits to be arranged.**

This course is intended only for Juniors and Seniors who are candidates for the A.B. degree. It consists of examinations, oral and written, as the department may determine. No student will be recommended for graduation who has not worked seriously in this class.

**Extra unit course.**

Qualified students may take an extra unit of independent work in connection with any course in which such students enroll, by permission of the department. The college reserves the right, however, to withhold such extra unit credit until the same is satisfactorily obtained.



**FOREIGN LANGUAGES**

EDA RAMELLI, B.A., M.A.

**French**

**LOWER DIVISION COURSES**

**r. 1A-B. Elementary French (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in French.

**r. 2A. Intermediate French (3).**

Advanced grammar, composition. Reading of French prose and discussion in French. Prerequisite: Course 1B or three years of high school French. Two years of high school French with grades of A or B may sometimes be accepted.

**r. 2B. Intermediate French (3).**

Continuation of course 2A. Prerequisite: Course 2A.

**r. 30A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school French.

**r. 40A-B. Directed Reading (2-2).**

Prerequisite: Course 30A-B.

**UPPER DIVISION COURSES**

**r. 112A-B. Advanced French (2-2).**

Reading and discussion in the foreign language of modern French drama, novel, and poetry.

**Spanish**

**LOWER DIVISION COURSES**

**Sp. 1A-B. Elementary Spanish (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in Spanish.

**Sp. 2A. Intermediate Spanish (3).**

Advanced grammar, composition. Reading of Spanish prose and discussion in Spanish. Prerequisite: Course 1B or three years of high school Spanish. Two years of high school Spanish with grades of A or B may sometimes be accepted.

**Sp. 2B. Intermediate Spanish (3).**

Continuation of course 2A. Prerequisite: Course 2A.

**Sp. 50A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school Spanish.

**Sp. 60A-B. Directed Reading (2-2).**

Prerequisite: Courses 50A-B.

**UPPER DIVISION COURSES****Sp. 110A-B. Advanced Spanish (2-2).**

Reading and discussion in the foreign language of modern Spanish novel, drama, and poetry.

## HOME ECONOMICS

CHARLOTTE P. EBBETS  
WINIFRED M. FRYE, B.S.  
ALICE V. BRADLEY, B.S.  
FLORENCE L. CLARK, M.A.  
EDITH O. CHURCHILL, B.A.

### Household Science

#### LOWER DIVISION COURSES

##### **H.S. 1. Elementary Food Study (3).**

Lecture, recitation, and laboratory practice. This course involves technical work in cookery based upon scientific principles, together with a study of foods from the historical, economic, and nutritive standpoints. The special aim is to acquaint the prospective teacher with correct methods of conducting food study and work in school training for the home. Prerequisites: Inorganic Chemistry; Physics.

##### **H.S. 2. Advanced Food Study (3).**

Lecture, recitation, and laboratory practice. This course is a continuation of course 1, with elaboration of processes. It includes practical work in food preservation as well as in the preparation of simple diets for invalids. Prerequisites: Organic Chemistry; Bacteriology.

##### **H.S. 10. Nutrition and Health (2).**

Lectures designed for the general professional students and housewives. The course includes a study of the essentials of a balanced diet for children and adults; school lunches; digestion; excretions and elementary metabolism; malnutrition, its causes, symptoms, and remedies. No prerequisites.

##### **H.S. 10X. Large Quantity Cookery (1).**

##### **H.E. 102B. Home Economics Methods (2).**

A course arranged to meet requirements for a minor in Home Economics. It involves a study of methods for teaching certain subjects listed as a minor in Home Economics.

#### UPPER DIVISION COURSES

##### **H.S. 102Y-Z. Large Quantity Cookery (1-1).**

This course enables every student in the department to gain the necessary experience in purchasing supplies, arranging menus, and preparing food in large quantities for school lunchrooms. Each student assists in turn with the preparation of the noon meal at the college cafeteria. Practical administration problems require that this course be divided into three sections known as X, Y, and Z. Prerequisites: Courses 1, 103A-B.

**H.S. 103A-B. Dietetics and Nutrition (2-3).**

Lecture, recitation, and laboratory practice. These courses involve the study of nutrition based upon the physical needs of the individual, singly or in groups, according to mode of living, occupation, and income; under conditions of usual health, or when suffering from various physical disorders. Prerequisites: Courses 1 and 2; Organic Chemistry; Physiological Chemistry.

**H.S. 104. Household Management (2).**

Lecture and laboratory practice. This course treats of the various types of household activities involved in the care and upkeep of the house; the study of cleansing agents; the systematic planning of the daily routine; including also the processes of laundering and the study of laundry equipment; a study of the efficiency and comparative cost of different cleansing agents. Prerequisites: Inorganic, Organic and Textile Chemistry.

**H.S. 105. Household Administration (2).**

Lectures and problems. This course deals with household accounting and economics of the home. It accepts housekeeping and homemaking as a profession, and considers division of income; necessity for and practical methods of keeping individual accounts; high cost of living with suggestions as to the probable causes and possible methods of reformation; the cost of materials and labor involved in furnishing and maintaining a home.

**H.S. 106A. Child Care and Health (2).**

Designed for those preparing to give instruction in the care of children. A study is made of the causes and effects of malnutrition; height and weight standards; methods of judging nutrition, and the laws of health. Methods by which the school can improve the health of children through activities. Prerequisites: First semester of Dietetics and Nutrition.

**H.S. 106B. Hygiene, Home Nursing (2).**

Lectures and laboratory. This course deals with the prevention and care of illness. Methods of rendering first aid; care of sick room, etc., and aims to fit the girl to do emergency nursing in the home.

**H.S. 107A. Demonstration of Foods (1).**

This course is arranged to meet the growing demand for professional demonstrators in the fields of food industries and advertising; the use of special kitchen and household equipment and labor-saving devices. It offers opportunities for each student to give a detailed discussion as to the merits, methods of preparation, and use of some specific dish or piece of equipment. Prerequisites: Foods H.S. 1 and 2.

**H.S. 107B. History of Table Appointments, and Meal Planning and Serving (2).**

Designed to offer an objective field for the application of the underlying principles and technique learned in the cooking laboratory together with

working out good selection and combinations of foods based upon dietary principles as applied to different groups of people.

Social and table etiquette including table manners is stressed and a historical survey is made of the evolution of all table appointments. Prerequisites: Foods H.S. 1 and 2, and Elementary Dietetics H.S. 103A.

#### **S. 108. Home Economics Survey (2).**

A history of Home Economics in its educative, governmental, legal, and general development aspects, with special attention to the constructive part of the movement on the development of the American home. Special attention is paid to the coordinating of all allied subjects with the so-called Home Economics technical subjects.

#### **S. 109. Meal Planning (2).**

This course is designed for students from other departments in the college wishing to obtain units for a minor in Home Economics. It includes a study of proper food combinations for the making of menus, prescribed methods of serving and rules of social etiquette. Prerequisite: Some knowledge of foods.

#### **E. Ed. 122A. Supervised Teaching (Household Science) (2).**

A study of methods of teaching Home Economics, as applied in problems of food and cleaning; including methods of presentation of subject matter, reviews of typical courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching, and book reviews.

#### **S. 130. House Practice (2).**

A course dealing with the problems of home making. By living for a limited period of time in the practice house in a family group the students take up in rotation the actual duties involved in good housekeeping.

#### **E. Ed. 131A. Supervised Teaching (Household Science) (2).**

Experience in classroom teaching carried on under the supervision of expert teachers of household science. Classroom work, conference, and discussion. For all students in course working for degree or certificate.

#### **S. 132. Home Gardening and Landscaping (1).**

A course designed to prepare the student with an elementary knowledge of plant-life; laying out of small gardens, and gaining an appreciation of art in landscaping, through visiting the beautiful estates in this region.

#### **S. 134. Administration of Institutions (2).**

This is a lecture course for mature students who are training for the administration of various types of institutions. Only those students are admitted to it who give evidence of sound health, good judgment, and efficient training in food work. Prerequisites: Household Science 1 and Household Art 1X.



**Household Art****LOWER DIVISION COURSES****H.A. 1X. Principles of Sewing for Institutions (2).**

This course is designed for students training for the administration of institutions, and takes up the study of problems of special interest to them, such as: a study of textiles for the household; problems in mending, selection and making up of household linens, etc. Some discussion concerning personal clothing is also included.

**H.A. 90. Textiles (2).**

Development of the textile industry from primitive times to the present; study of the important fibres and materials made from them; art and economic considerations in selecting and purchasing of materials for clothing and household furnishings.

**UPPER DIVISION COURSES****H.A. 101A-B. First Principles of Clothing (3-3).**

A study of clothing based upon needs as brought out by a study of the clothing budget. Emphasis is laid upon selection, purchase, suitability, and care of clothing. Making of garments of simple construction, involving the use of cotton and linen materials. Discussion and making up of problems in household sewing. The course is designed primarily for the training of teachers, and methods of presenting the work in elementary and secondary schools are discussed in connection with each problem.

**H.A. 110A. Advanced Clothing (Wool) (2).**

General consideration of the economic problems in clothing production; practice in the making of a wool dress, silk blouse, and children's dresses. The aims are: greater independence, originality, and skill in handling different materials. Prerequisite: Household Art 1A-B.

**H.A. 110B. Advanced Clothing (Silk) (2).**

Complicated clothing construction involving application of principles in costume design and textiles. This course reviews all the processes taken in Household Art 1A, 1B, and 101A. The finished problems include a silk dress, and some garment emphasizing applied design.

**H.A. 112. Millinery (2).**

This course includes pattern work, the making and covering of wire, net, and willow frames, covering of commercial frame, trimming of hats.

Emphasis is laid upon principles of line and color harmony as applied to the individual. Prerequisite: Advanced Clothing.

**H.A. 120A. Dressmaking (2).**

A course designed to teach advanced technique in garment construction. The course includes a discussion of the fundamental principles of

sign, their application to the selection and adaptation of clothing, and the influence of color and textile values on garment making.

**.A. 120B. Tailoring (3).**

A continuation of advanced dressmaking. Problems are chosen with the idea of developing technique. Emphasis is placed on construction and design as well as the study of fabrics suitable for tailored garments.

**.A. Ed. 122B. Supervised Teaching (Household Art) (2).**

A study of methods of teaching home economics, as applied in problems of clothing and house furnishing; including methods of presentation of subject matter, reviews of typical courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching, and book reviews.

**.A. Ed. 131B. Supervised Teaching (Household Art) (3).**

Experience in classroom teaching carried on under the supervision of expert teachers of household art. Classroom work, conference, and discussion. For all students working for a certificate or a degree.

**INDUSTRIAL EDUCATION****EMANUEL E. ERICSON, B.S.****WILLIAM L. RUST****FRED L. GRIFFIN, B.A.****ROY L. SOULES, B.A.****SCHURER S. WERNER****D. W. BENNETT****D. HOWARD SCHAUER, B.A.****FLORENCE W. LYANS, B.A.****WILLIAM W. PETERS, M.A., M.S.****EARL W. WALKER, M.A.****LOWER DIVISION COURSES****Ind. Ed. 1. Freehand Drawing (2).**

A course giving fundamental theory and practice in freehand perspective, lettering, sketching, etc., with specific application to furniture, buildings, machinery, and fundamental principles of structural design.

**Ind. Ed. 2. Instrumental Drawing (3).**

A course that embraces instruction and practice in the use of mechanical drawing instruments and in lettering. It includes also the solution of the geometric problems commonly met in mechanical drawing, shop sketching, and working drawing, and covers orthographic projection and isometric drawing. Students who have done two or more years' work in drawing in high school may make a substitution for this course.

**Ind. Ed. 3. Architectural Drawing (3).**

This course covers the principles and practice of drawing as applied to furniture representation, architectural details, house planning, architectural and topographical drafting. Prerequisite: Ind. Ed. 2 or its equivalent.

**Ind. Ed. 4. Machine and Sheet Metal Drawing (3).**

In this course special attention is given to machine drafting and sketching and to mechanisms and their various applications. The course includes also development of sheet-metal patterns. Prerequisite: Ind. Ed. 2 or its equivalent.

**Ind. Ed. 10. Elementary Furniture Construction (2).**

This course is especially designed to cover the construction of such articles of furniture as can be made by students of the upper grades of the elementary or grammar school.

**Ind. Ed. 11. Foundations of Woodworking (3).**

The object of this course is to give the student practice in the fundamental processes of bench work in wood and in the operation of the turning lathe, placing emphasis on correct methods, shop organization, care of tools, etc.

**d. Ed. 12. Furniture Construction and Repair (3).**

In this course the student is able to get acquainted with the construction of the various types of home furniture and to get practice in the making and repairing of such furniture. Prerequisite: Ind. Ed. 2, 11.

**d. Ed. 15A. Printing (3).**

The purpose of this course is to give the student practice in the more fundamental operations involved in straight composition, proofing, correcting, and imposition. A study made of type and type faces suitable for different effects. Platen presswork is also covered.

**d. Ed. 15B. Printing (3).**

This course is a continuation of course 15A. It consists of some of the more advanced problems in composition, imposition, and presswork. A study is made of space relations and design in printing, and also of effects brought about by type selection, suitable paper stock, and color harmonies.

**d. Ed. 18. Cement and Concrete Work (2).**

This course involves the study of the use of cement in its application to home building and decoration. Practice is given in form making for plain and decorative work, proportioning mixtures for different types of construction, applying various kinds of finishes, and the use of color in cement. Prerequisite: Ind. Ed. 11.

**d. Ed. 22. Elementary Woodwork (3).**

A course covering the fundamental handwork processes in woodwork and finishing that are applicable to the activity program of the elementary schools.

**d. Ed. 26. Applied Mathematics (2).**

In this course are studied the applications of mathematics to the problems arising in connection with shop and construction work of various kinds. The use of formulas, simple trigonometric functions, and tables of logarithms are included. Prerequisite to machine shop and automobile work.

**d. Ed. 27. Applied Science (3).**

This course is designed to cover such phases of physics and chemistry as have direct bearing on construction and mechanical work. Elements of electricity, testing of materials, mechanics, stresses and strains, and chemical action and effects on various materials are given emphasis. Prerequisite to machine shop and automobile work.

**d. Ed. 31. Machine Shop (3).**

The processes which are included in this course are the simpler operations performed by the general machinist. These operations cover bench

work and the methods of laying out or drawing on metal; also simple cylinder turning and screw cutting, with simple drilling, planing, and taper work.

### UPPER DIVISION COURSES

#### **Ind. Ed. 102. Architectural Drawing and Design (3).**

A course covering the theory and practice involved in making complete plans and specifications for a dwelling, involving a study of styles of architecture, economy and arrangement of floor space, suitable kinds of building materials, building ordinances, and also estimating. Prerequisite: Ind. Ed. 1, 2, 3.

#### **Ind. Ed. 103. Machine Drafting and Design (2-3).**

This course covers various types of cams and gears and the study of the simpler forms of motion in their application to machinery. Each student will have the opportunity to make a complete set of drawings and details for a small machine. Prerequisite: Ind. Ed. 4.

#### **Ind. Ed. 104. Related Mechanical Drawing (2).**

This course offers study and practice in such phases of drawing, blue print reading, and shop sketching as are needed in order to relate fully the work of the drawing room with the actual work done in the shop or on the job.

#### **Ind. Ed. 105. Industrial Arts Design (2).**

A study of fundamental principles underlying structural design, with special emphasis upon the design and construction of articles of furniture and other projects suitable for production in school shops. Includes also a consideration of the use and effect of colors as a factor in design.

#### **Ind. Ed. 106. Home Building and Repair (3).**

In this course the student is given instruction and practice in the building and repairing of structures ranging in complexity from the simplest frame building to the more complex frame cottages. The course includes every phase of carpentry of value to the home builder. Prerequisite: Ind. Ed. 3, 11.

#### **Ind. Ed. 107. Millwork and Cabinet Making (2).**

The object of this course is to give definite practice in the proper use of woodworking machinery, and in producing millwork for building construction and machine-made furniture. The proper routing of work in the shop, and the possibilities of each machine are studied. Time is devoted to the adjustment, care, and upkeep of the machines, motors, and other equipment. Prerequisite: Ind. Ed. 12.

#### **Ind. Ed. 108. Advanced Cabinet Making (3).**

A course involving both individual and factory production of domestic furniture.



**Ind. Ed. 111. Forging and Oxy-Acetylene Welding (2).**

Here are presented those aspects of forging and oxy-acetylene welding which every farmer, auto mechanic, and general machinist should know, including also a few simple problems in ornamental work.

**Ind. Ed. 112. Ornamental Ironwork (2).**

A course covering design and construction of articles made of ornamental iron, as applied to buildings, furniture, and decorative household articles.

**Ind. Ed. 113. Sheet-Metal Work and Plumbing (3).**

This course is designed to put the student in possession of such facts and skills as will enable him to teach students to perform the occasional household plumbing repairs which become necessary from time to time in any home. It is intended to prepare him also to perform such sheet-metal processes as are of interest and value in the school shop or to the home owner.

**Ind. Ed. 114. Pattern-Making and Foundry Practice (2).**

A course combining the elements of pattern-making, with those of molding and of operating a small cupola. Aluminum casting is practiced from the standpoint of its possibilities in the public school. This work is carried out in close cooperation with other departments, and all castings are used for practical projects. Prerequisites: Ind. Ed. 11.

**Ind. Ed. 115. Advanced Machine Shop (2).**

In this course the opportunity is given for practice in the more intricate and exacting processes involved in machine shop work. The projects made are all of direct practical use. Repair parts for automobiles being overhauled in the auto shop and articles of school equipment form a part of the course. Prerequisite: Ind. Ed. 31.

**Ind. Ed. 117. Advanced Printing (3).**

This course is designed to give prospective teachers such information and practice as will enable them to direct the printing operations required in the small school printshop. Special attention is given to the problems involved in producing a school paper, and the job work suitable to such a shop. Attention is given to type selection, design, color harmonies, and two and three color work. Study is also made of equipment needs for school use. Prerequisite: Ind. Ed. 15A-B.

**Ind. Ed. 118. Printing and Bookbinding (3).**

A course giving practice in the more advanced work that may be done in the school printshop, including bookbinding.

**Ind. Ed. 121. Paper and Cardboard Construction (2).**

In this course the student is made familiar with the possibilities and imitations of paper and cardboard construction as a phase of elementary

school work. The aim of the course does not lie so much in the finished material product as it does in the development of the child through motor expression.

**Ind. Ed. 122. Upholstery (2).**

This course deals with the tools and materials of the process of upholstering, and gives the student a practical acquaintance with such simpler processes as would be employed in doing over old pieces of furniture as well as in the upholstering of new pieces.

**Ind. Ed. 123. Art Crafts (3).**

Work in various crafts such as copper, block cutting and printing, tooled leather, and the like, which can be made the basis for the practical application of artistic designs, will form the foundation of the course.

**Ind. Ed. 124. Reed Furniture Construction (2).**

A course covering the methods of making furniture of reed and similar material, including coloring and applying various types of finishes.

**Ind. Ed. 125. Painting and Woodfinishing (1 or 2).**

Here the pupil receives instruction and practice in the various phases of preserving and beautifying the home structure and the furniture of the home. The course embraces painting, staining, varnishing, enameling, use of transfers, etc. Prerequisite: Ind. Ed. 11 or equivalent.

**Ind. Ed. 126. Art-Metal Work (2).**

This course gives training in making of useful and ornamental articles in brass, copper, silver, and Britannia metal. Emphasis is laid on appropriate design and fine execution.

**Ind. Ed. 127. Leather Work (2).**

This course includes the study of the manufacture of leather and its use in all of its more common applications. It embraces the common processes of shoe repair, and the methods of shoe making. It covers also such work as is involved in making of brief cases, purses, etc., with simple decorations and tooling.

**Ind. Ed. 129. Industrial Art in Elementary Schools (2).**

A course designed for the purpose of introducing prospective elementary school teachers to study and manipulation in the various problems in industrial arts that have bearing upon the program of the school.

**Ind. Ed. 130. Electrical Construction (3).**

The object of this course is to acquaint the student with the standard methods of installing light and heat circuits in the home, and with fire underwriters regulations regarding the size and kind of wire and fixtures to be used for different purposes. The course includes a study of the

ecture of the various types of electrical equipment used in the home, for care, repair, and adjustment.

**. Ed. 131. Radio Construction and Installation (2).**

A course designed to give practice in the construction of radio sets of various types, in connection with the study of fundamental principles of radio construction and installation.

**. Ed. 132. Advanced Electrical Construction (2).**

This course is a continuation of course 130, involving further study of electricity, including courses of study and methods of teaching in this subject in public schools. Prerequisite: Ind. Ed. 130.

**. Ed. 133. Pumps and Irrigation Equipment (1).**

A course designed to give first-hand instruction in the operation, repair, and repair of pumps and of irrigation equipment. It is planned to do the work on the various types of pumping and irrigation equipment most commonly used in this state.

**. Ed. 134. Fundamentals of Automotive Machinery (3).**

It is the object of this course to give the student his introductory understanding, by actual contact, in the nature and construction of the various parts of the automobile. The major amount of time is devoted to a study of frames and springs, steering gears and front axles, rear axles and wheels, clutches and transmissions, and universals. The material is introduced through lectures and the student's practical work is carried on in the shop through laboratory work. This laboratory work consists chiefly of assembling, taking down, and adjusting the various parts enumerated. The course includes also a rapid survey of the entire power plant in its relations to the other parts of the machine; but the intensive study of motor is deferred until the next course.

**. Ed. 135. Internal Combustion Engines (3).**

This course is devoted to the study of the internal combustion engine as it is applied to the automobile, the tractor, and the stationary engine. The work consists chiefly in taking down, assembling, and testing of various types of motors and adjusting their parts for efficiency of operation as laboratory work which has been preceded by lectures preparatory to the processes. The course embraces the mechanical problems only, and not the electrical problems. Prerequisite: Ind. Ed. 134.

**. Ed. 136. Automotive Repair (3).**

The work is done on live cars which need overhauling. The student is here taught not so much how to discover defects, as how to do the mechanical work of correcting defects which are perhaps discovered by someone else. Lecture work on typical troubles and their cure, and special instruction in the necessary mechanics will precede the actual laboratory work on the cars. Prerequisites: Ind. Ed. 134 and 135.

**Ind. Ed. 137. Advanced Automotive and Tractor Work (3).**

An advanced course in the study of the more intricate phases of automotive repair work, with special emphasis on the care and upkeep of the tractor, the truck, and the school bus. The electrical equipment of the car and the fuel vaporizing are studied, and attention is given to possible disorders in these systems.

The organization of the school shop for automotive work, the equipment necessary, and the methods of handling routine repair work are made a definite part of this course. Prerequisites: Ind. Ed. 134, 135, 136.

**Ind. Ed. 138. Automobile Electrics (2).**

There are two branches of this course, electric service work and storage battery work. The electrical service work embraces the principles of electricity as applied to automobile and tractor ignition, starting and lighting equipment with the study of the construction of the necessary apparatus and its care and repair. The storage battery work includes principles of electricity and chemistry as applied to the storage battery, a study of the construction of storage batteries, methods of testing, equipment for charging, etc. Prerequisites: Ind. Ed. 134, 135.

**Ind. Ed. 139. Orientation Course in Aeronautics (2).**

In this course the students are given an opportunity to learn the fundamental principles upon which the airplane is built and operated. The terminology of the mechanical phases of airplane construction is also studied, as are also the problems pertaining to commercial aviation and its possibilities.

**Ind. Ed. 141. Vocational Education (2).**

This course is intended to orient the student in the history, present status, and modern problems of vocational education. Terminology is discussed, types of schools and varieties of courses are described, and the special place and function of each is presented. Emphasis is placed upon the California laws applying to vocational education and to State Board regulations relating to those laws.

**Ind. Ed. 142. Study of Occupations (2).**

A study of the field of occupations open to the average youth and a consideration of methods by which they may gain an acquaintance with these occupations.

**Ind. Ed. 143. Vocational Guidance (2).**

Here the student is made acquainted with the best known methods of advising pupils as to their future careers. The course is designed to make clear the possibilities and limitations of vocational guidance and the time and place where it can best be given.

**Ind. Ed. 146. Literature in Industrial Education (1).**

This is a study of periodicals and other current literature within the field of industrial arts and vocational education. The selection and

organization of the teacher's personal library and the shop library are also discussed.

**1. Ed. 147. Content and Materials in Industrial Arts Education (2).**

This course is a survey of the field of industrial arts education and designed to make the student acquainted with the common method of solving problems of the course content and of planning the industrial education program in various schools. It includes also discussions regarding the purchase of equipment and the handling of supplies.

**1. Ed. 148. Teaching Problem in Industrial Arts Education (3).**

This course is offered as an opportunity for students to devote themselves to the solution of many of the numerous problems confronting teachers and administrators concerned with introducing and teaching industrial arts in the public schools.

**1. Ed. 151. Supervised Teaching (5).**

By practical experience under the direction of a supervisor it is planned to give the student opportunity to put into practice the principles of teaching and the theory of education which have previously been presented and discussed in other courses. This teaching is carried through two nesters, and one half of the work is usually done in the College Junior High School, while the other half is completed in the public schools of the city.

**1. Ed. 162. Organization, Objectives, and Supervision of Instruction in Industrial Education (3).**

The course covers the general principles of supervision, and the duties and functions of the supervisor. Special consideration is given to the objectives in supervision in industrial education, and to the place of the supervisor and his relationship to the teaching force, the students, the administration, and the school system as a whole.

**1. Ed. 163. Problems of Supervision in Industrial Education (3).**

In this course are studied the methods of the supervisor and the specific problems involved in effective supervision in the field of industrial and vocational education. Type projects in supervision of instruction, courses of study, teachers' schedules, keeping of records, evaluation of teaching efficiency, etc., constitute a part of the work.

**1. Ed. 184. Administration of Vocational Education (2).**

A course dealing with the problems of administration of vocational education in its varied aspects. Study is made here of state and national provisions for subsidizing vocational classes, of the various types of schools and classes that may be organized, of the qualification of teachers for the different types of programs, cooperation with labor and industry in apprenticeship training and in cooperative and other part-time classes. Attention is given to laws governing vocational programs, and to a study of successful programs now in operation.



**Ind. Ed. 185. Part-Time Education (2).**

A course devoted to the study of the needs and purposes of part-time education in its various forms, the types of organization and instructional procedure suited to the part-time school, including the problems of occupational guidance, and coordination and placement. Special study is made of part-time school conditions in the State of California.

**Ind. Ed. 190. Occupational Analysis and Curriculum Construction (2).**

This course will give the student definite practice in visualizing and analyzing the elements of his trade and in listing these elements as separate tasks or operations. Curriculum construction will then be studied as a matter of organization of these elements for instructional procedure.

**Ind. Ed. 191. Technique of Teaching Vocational Subjects (2).**

In this course are studied and discussed the fundamental facts of the learning process with specific application to the acquisition of skill and knowledge in mechanical work. Different methods of presenting subject matter are considered, and evaluated with reference to their application in trade teaching.

**Ind. Ed. 192. Civic and Employment Relations (2).**

This course covers a study of industrial relationships, occupational information, apprenticeship training programs, relations of capital and labor, and such other topics as have bearing on the relation of the worker to society and to industry.

**Ind. Ed. 193. Supplemental Subjects (2).**

A course composed of such drawing, mathematics, science, and other related material as is needed by teachers of vocational shop subjects, in order to make their teaching effective.

## MATHEMATICS

WM. W. PETERS, B.A., M.A.

### LOWER DIVISION COURSES

**Math. 1. College Algebra (3).** First semester.

Prerequisite:  $1\frac{1}{2}$  years of high school Algebra, Plane Geometry.  
Theory of linear and quadratic equations, theory of logarithms with application in numerical computation, binomial theorem, mathematical induction, progressions, permutations and combinations, probability, simple theory of finance, series.

**Math. 2. Theory of Investment (3).** Second semester.

Prerequisite: Mathematics 1.  
Prescribed for students in the College of Commerce. Simple and compound interest, annuities, stocks, bonds, cost depreciation, probability, insurance, and life annuities.

**Math. 3A-B. Plane Analytic Geometry with Differential Calculus (3-3).**

Prerequisite: Plane Trigonometry and  $1\frac{1}{2}$  years of high school Algebra.  
The straight line, circle, conic sections, equations of first and second degree, geometry of space, with study of limits, maxima and minima, derivatives, differentials, rates, simple problems in integration.

**Math. 4A-B. Integral Calculus and Geometry of Space, Series (3-3).**

Prerequisite: Mathematics 3A-B.  
Integration, summation processes, areas, surfaces, volumes, limits, differential equations.

**Math. 5A-B. Surveying (3-3).**

**Math. 10. Principles of Mathematics (3).**

Minimum essentials in business relationship; algebra and geometrical processes; review of fundamental operations, fractions, decimals, mensuration, solution of equations.

**MUSIC**

HELEN M. BARNETT, B.A.  
ROBERT MILLS DELANEY

**LOWER DIVISION COURSES**

**Music 1. Principles of Music (2).** First semester.

Required of all Elementary and Junior High School Education students. A course in the fundamentals of singing, sight reading, and tone thinking.

**Music 2. Music Appreciation (3).** Either semester.

An introduction to the history of Music, with emphasis on the compositions of the masters. Both vocal and instrumental forms. Much illustrative material, using phonograph, piano, and voice.

**Music 3A-B. Harmony (3-3).**

Intervals and chords; harmonization in two, three, and four voices, given bass and melody, including tonic, dominant, and subdominant chords and their substitutes.

**Music 6A-B; Music 6C-D. Voice (1-1).**

**Music 8A-B; Music 8C-D. Glee Club (1-1).**

Open to all students with good singing voices.

**Music 9A-B; Music 9C-D. Orchestra (1-1).**

Open to all students who have had experience in playing an orchestral instrument.

**UPPER DIVISION COURSES**

**Music 101. Music Education (2).** Second semester.

Required of all Elementary and Junior High School Education students. Organization, methods of procedure, and administration of music in the elementary grades.

Prerequisite: Music 1.

**Music 102A-B. History of Music (3-3).**

A study of the origin and development of vocal and instrumental music in national schools—the opera—the orchestra.

**Music 103A-B. Advanced Harmony (3-3).**

Modulation through common chord and common tone. Chromatic harmonies. Augmented chords. Two and three-part inventions.

Prerequisite: Music 3A-B.

## PHYSICAL EDUCATION

HAROLD McDONALD DAVIS, M.A.

PAUL M. GERRISH, Ed.M.

CALVIN McCRAV, B.A.

EDWARD S. SPAULDING

WINIFRED WEAGE, M.A.

GLADYS VAN FOSSEN, B.A.

GERTRUDE H. HOVEY

EDWARD L. MARKTHALER, M.D., Medical Adviser

### Men

#### LOWER DIVISION COURSES

##### **E. 41. Anatomy (2).** (Open to men and women).

This course includes the scientific study of the parts which compose the skeletal, articulatory, and muscular systems of the body, and the relationship which these parts present to each other.

##### **E. 42. Kinesiology (2).** (Open to men and women).

Prerequisite: Anatomy 41.

This is the scientific study of bodily movement. It includes instruction in the principal types of muscular exercise, with discussion as to how they are performed and their relation to the problems of bodily development and bodily efficiency.

##### **E. 51A. Elementary Activities and Health Education (1).**

Two periods per week will be given to elementary group games, drills, and fundamentals of football and basketball.

One period per week will be devoted to a Health Education lecture. These lectures will deal with infectious diseases and their control; infant welfare; special community problems; school hygiene, including physical examinations; and problems of the teacher in securing the health attitude of the child. The purpose of the course is to acquaint the teacher with the fundamentals of health education.

##### **E. 51B. Elementary Activities and Health Education (1).**

Two periods per week will be given to class organization; methods in commands and drills, and fundamentals of baseball and track.

One period per week will be devoted to a Health Education lecture. These lectures will include a study of the essentials of a balanced diet for adults and children; digestion in relation to nutrition; elementary metabolism; dietetic treatment for colds, constipation, and anemia; personal hygiene, including physical, moral, and mental hygiene; industrial hygiene; accidents; lighting, heating, and ventilation.

##### **E. 52A. Advanced Activities (1).**

Advanced drills. Speedball, soccer, group games, apparatus, stunts, boxing and wrestling.

**P.E. 52B. Advanced Activities (1).**

Volleyball, handball, tennis, swimming, life-saving, diving, water sports games, and a brief course in administration and organization of physical training activities.

**P.E. 53. Individual Adaptations and Health Education (1).**

Required course for those who are assigned to limited activity. The correction of physical abnormalities, treatment of faulty posture, curvatures, weak feet and arches, heart disturbances, overweight and underweight.

**P.E. 54. Boxing ( $\frac{1}{2}$ ).**

Theory and art of self-defense; teaching of offense and defense. Instruction in footwork, position of body, feinting, development of different leads, blows, and guard position.

**P.E. 55. Wrestling ( $\frac{1}{2}$ ).**

Modern and scientific methods; the value of wrestling as training for other sports. Methods of offense and defense; mat generalship.

**P.E. 56. Calisthenics, Marching Tactics, Gymnasium Dancing, Group Games (2).**

Theory and practice of calisthenics or free exercise, significance, methods of exercising, technique of teaching, and the outline of program and arrangement of model lessons for different age groups. Marching tactics such as are necessary to handle gymnasium classes. Theory, construction, use, and practice of folk and clog dances which can be used in elementary and high school and in college. Volleyball, handball, and squash.

**P.E. 57. Gymnastic Stunts (2). (Elective).**

Simple stunts on apparatus, such as horse, parallel and horizontal bars, rings, springboard and mats. Stunts are emphasized because they are self-interesting.

**P.E. 60. Technique of Teaching Track (3).**

Theory and practice in the fundamentals of all track and field events; adaptation to individual peculiarities; rules of competition, and the study of physical condition and its relation to endurance. The promotion, management, and officiating of games and meets. History of track and the Olympic games.

**P.E. 62. Track (1).**

Intercollegiate teams, practice, and competition.



**E. 65. Technique of Teaching Football (1). (Individual play).**

Practice and theory on the field. Individual instruction and practice in each position in the backfield and line play, offense and defense. Emphasis on individual play and not on team play.

**E. 66. Technique of Teaching Football (2). (Team play).**

Complete systems of offense and defense, together with correct method of playing each position. Study of different systems—East, West, South, and Middle West. Generalship, signal systems, scouting and rules, all studied from the coach's viewpoint.

**E. 67. Football (1).**

Intercollegiate teams, practice, and competition.

**E. 70. Technique of Teaching Basketball (1). (Individual play).**

Practice and theory of individual play. Basic fundamentals—passing, shooting, dribbling, stops, turns, etc.

**E. 71. Technique of Teaching Basketball (2). (Team play).**

Theory of coaching basketball: fundamentals, various offensive and defensive systems, team organization, training and handling of men will be studied from the coach's viewpoint.

**E. 72. Basketball (1).**

Intercollegiate teams, practice, and competition.

**E. 73. Technique of Teaching Baseball (3).**

Theory and practice in batting, fielding, base running, and pitching. Fundamentals, team work, coaching, physical condition, and methods of indoor or early practice. Theory practiced under game conditions. Team organization, training and handling of men will be studied from the viewpoint of the coach.

**E. 74. Baseball (1).**

Intercollegiate teams, practice, and competition.

**E. 75. Technique of Teaching Swimming (2).**

Elementary swimming and diving, breast, side, trudgeon, crawl, and back strokes. Red Cross life saving and resuscitation. Course is planned not only to teach student to swim the various strokes, but also to be able to teach all the strokes.

**E. 76. Swimming (1).**

Intercollegiate teams, practice, and competition.

**P.E. 77. Technique of Teaching Tennis (2).** (Open to men and women)

Fundamentals and methods of teaching and playing tennis. Ground and volley strokes. Forehand and backhand drives, forehand and backhand volleys, service, overhead, etc. Singles and doubles play. How to organize and manage tennis meets. Court construction and care.

**P.E. 78. Tennis (1).**

Intercollegiate teams, practice, and competition.

**UPPER DIVISION COURSES****P.E. 102. Community Recreation (2).** (Open to men and women)

Theory and practice in industrial, school, rural, and adult recreation playground management and administration. Special programs, leadership of community recreation centers. Presentation of material for above recreation organizations and its use.

**P.E. 103. Administration of Physical Education in Elementary Schools (1-2).** (Open to men and women).

For description see Physical Education for Women.

**P.E. 108. Applied Physiology (2).** (Open to men and women).

For description see Physical Education for Women.

**P.E. 110A-B-C. Practice Teaching (2-2-2).**

This includes practice teaching in the various phases of Physical Education and recreation. The students are assigned to assist in various classes, on the playgrounds and in different sports. Practice teaching will be under supervision in the elementary, junior high, and senior high schools.

**P.E. 150. Principles of Physical Education (3).**

A course dealing with educational principles of Physical Education and their relationship to other educational subjects and to life. Relation of basic principles of Physical Education to economic, political, and social life. A study of the modern trend in Physical Education tests and measurements.

**P.E. 151. Psychology of Athletics (2).**

A study of the psychological side of athletic competition. To know how to select the right man out of a dozen; how to keep up morale, to build up a fighting spirit; and how to establish ideals and traditions. Prerequisite: Psychology 1A-B.

**P.E. 152. Administration of Physical Education in Secondary Schools (2).**

Studying the problems involved in a department of Physical Education in junior and senior high schools. Organization of conferences or leagues

organization of departments in different sized high schools; details such as paper forms, tickets, budgets, buying, managing trips; the correlation of athletic and academic departments. Intramural organization. Medical examinations.

**E. 153. Individual Program Adaptations (1).**

A teachers' course on how to detect, diagnose, and treat physical abnormalities. Theory of individual and group instruction. Theory and practice of prevention and correction of physical abnormalities among school children and adults.

Prerequisite: Physiology, Anatomy, Kinesiology.

**E. 154. Athletic Training and First Aid (1).**

Theories of massage, conditioning, first aid for athletic injuries. Heat-appliances and the application of heat; taping and bandaging.

Prerequisite: Physiology, Anatomy, Kinesiology.

**E. 157. Scoutcraft (Elementary) (1½).**

A course intended to familiarize the student with the Boy Scout organization, its objectives and its organization. Actual participation in Scout activities, measurements, and leadership. Assigned readings and problems, together with hikes and field work.

**E. 158. Scoutcraft (Advanced) (1½).**

Continuation of course 157, in which merit badge work and more advanced aspects of scouting will be studied. Lectures relating scoutcraft to present-day educational objectives. Each student assigned to a local troop as an assistant scoutmaster.

**Women**

**LOWER DIVISION COURSES**

**E. 1A. First and Second Grade Activities, Games, Stunts, and Health Education (1).**

Two hours a week devoted to practice in activities used in the first two grades, games of the schoolroom, playground, and gymnasium, and simple stunts. Discussion of methods of teaching, and practice in applying materials through teaching fellow students.

One hour lecture in Health Education. These lectures deal with infectious diseases and their control; infant welfare; special community problems; school hygiene, including physical examinations; and problems of the teacher in securing the health attitude of the child. The purpose of the lectures is to acquaint the teacher with the fundamentals of health education.

**E. 1B. Folk Dancing; Formalized Drill; Health Education (1).**

Beginning folk dancing, marching, posture drills and mimetic exercises. Discussion of methods and practice in teaching fellow students.

One hour lecture in Health Education. These lectures include a study of the essentials of a balanced diet for adults and children; digestion in relation to nutrition; elementary metabolism; dietetic treatment for cold, constipation, and anemia; personal hygiene, including physical, moral, and mental hygiene; industrial hygiene; accidents; lighting, heating, and ventilation.

#### **P.E. 2A. Athletic Activities and Games (1).**

Practice in athletic activities, including those recommended by the state department of education for use in the elementary and high school grades, and athletic games such as soccer, speedball, volleyball, and baseball. This course aims to give sufficient skill to enable the student to demonstrate the event and to find the points of difficulty and error in its execution, and to coach, referee, or umpire the various games.

#### **P.E. 2B. Team Games; Advanced Stunts; Dancing (1).**

Practice in games involving greater team work than those in 1A, light apparatus and advanced stunts; folk, character, and natural dancing adaptable to elementary, high school, college, and adult recreational groups. Discussion of methods and practice in teaching fellow students. "S" following the number of any of the above courses on a student's record card designates that the student has not been able to do the activity (for physical reasons) but has completed the requirements of the course by observation, written work, or other approved methods.

#### **P.E. 3A. Activities of First and Second Grades, Games, Stunts, and Health Education (1).**

A course covering more completely the material given in P.E. 1A. To be chosen by those students who intend to specialize in Physical Education.

One hour lecture in Health Education. See description under P.E. 1A.

#### **P.E. 3B. Folk Dancing and Formalized Drill (1).**

A course covering more completely the material given in P.E. 1B. To be chosen by those students who intend to specialize in Physical Education.

One hour lecture in Health Education. See description under P.E. 1B.

#### **P.E. 4A. Athletic Activities and Athletic Games (1).**

A course similar to P.E. 2A, but designed for students who intend to specialize in Physical Education.

#### **P.E. 4B. Team Games, Apparatus, and Advanced Stunts and Dancing (1).**

A course similar to 2B, but designed for students who intend to specialize in Physical Education.

**E. 5A. Folk Dancing and Formalized Drill; Health Education (1).**

An activity course for students not specializing in Elementary Education, Junior High School Education, or Physical Education courses, consisting of beginning folk dances, marching, posture drills, and gymnastics. One hour lecture in Health Education. See description under P.E. 1A.

**E. 5B. Clogging, Simple Games and Stunts; Health Education (1).**

An activity course.  
One hour lecture in Health Education. See description under P.E. 1B.

**E. 6A. Team Games and Dancing (1).**

An activity course including more advanced games and dances than those in 5A.

**E. 6B. Athletic Games, Apparatus, and Advanced Floor Stunts (1).**

An activity course including such games as soccer, speedball, volleyball, and baseball, and more advanced stunts than those given in P.E. 5.

**E. 8. Individual Adaptations and Health Education (1-4).**

A course in which the activity is adapted to those women who for health reasons cannot take the regularly prescribed work in courses 5A, 5B, 6A, or 6B.

**P.E. 21-27. Sports.**

Technique and practice in skill and coaching. Members of these classes will be expected to referee during the practice periods of each Women's Athletic Association sport.

P.E. 21. Soccer, Speedball, Handball (1).

P.E. 22. Volleyball ( $\frac{1}{2}$ ).

P.E. 23. Tennis ( $\frac{1}{2}$ - $\frac{1}{2}$ ).

P.E. 24. Archery ( $\frac{1}{2}$ ).

P.E. 25. Swimming ( $\frac{1}{2}$ - $\frac{1}{2}$ ).

P.E. 26. Baseball, Track and Field (1).

P.E. 27. Hockey, Basketball (1).

**P.E. 31. Advanced Formal Activities and Apparatus Stunts (1).**

**P.E. 32. Advanced Folk and Elementary Clog Dancing (1).**

**P.E. 33. Advanced Clog Dancing ( $\frac{1}{2}$ ).**

**P.E. 34. Advanced Natural Dancing ( $\frac{1}{2}$ ).**

**P.E. 35. First Aid (1).**

Dealing in particular with the treatment of injuries apt to occur in Physical Education activities.

**P.E. 36. Special Elective Practice (2-3).**

A course intended to give further practice in whatever type of activity is needed by the individual.



Required of Elementary Education and Junior High School Education students with a group elective in Physical Education.

**P.E. 41. Anatomy (2).**

**P.E. 42. Kinesiology (2).**

#### UPPER DIVISION COURSES

**P.E. 102. Community Recreation (2).**

**P.E. 103. Administration of Physical Education in Elementary Schools (1-2).**

Organization of physical training activities in respect to type, time, and place. Discussion of the management of material, facilities, children, and leadership.

The one-unit course is a brief course required of all Elementary and Junior High School Education students, except those electing Physical Education as a minor.

The two-unit course should be taken by those students who are specializing in Physical Education.

**P.E. 108. Applied Physiology (2).**

An application of the knowledge of physiology to a special study of the effect of exercise on the various systems of the body; exercise as influenced by age and sex; fatigue; breathlessness; exhaustion.

**P.E. 110A-B-C. Directed Teaching (2-2-2).**

Courses P.E. 41-42 and 102-110 are open to both men and women. Descriptions of courses 41, 42, 102, and 110 may be found under Physical Education for Men.

**P.E. 111. Methods in Class Procedure in Physical Training Activities (2).**

Instruction and management of a class in physical training activities. The purpose of the course is to unify the material gained in courses 3A-B, 4A-B. Further practice is given in handling groups of fellow students in combinations of activities.

**P.E. 114. Corrective and Preventive Gymnastics (2). (Course for minor).**

Study and practice in the method of dealing with the most common physical deficiencies met in the public schools.

**P.E. 115. Scouting (1).**

A course in Scout leadership, given by a leader from the Girl Scout organization.

**. 121. Physical Examinations (3).**

course studying various methods of giving physical examinations. Practical experience is gained by assisting with the examination of students.

**. 122. Individual Program Adaptations (3).**

study of the physical deviations found in schools, and corrective other suitable methods of dealing with such. Practice is given in cases of fellow students or children.

**. 123. School Hygiene (2).**

Hygiene pertaining especially to the school child and his surroundings. Methods of teaching.

**. 130. Administration of Physical Education in Secondary School (3).**

Methods of administration of Physical Education in the junior and senior high schools and in college.

**PSYCHOLOGY AND PHILOSOPHY**

ELIZABETH L. BISHOP, A.M.

LEWIS C. CARSON, Ph.D.

**LOWER DIVISION COURSES****Psy. 1A. General Psychology (3).**

Lectures, discussions, and classroom demonstrations covering the elements of consciousness and behavior, their relation to the nervous system and the phenomena of sensation, habit, attention, association, perception, imagination, memory, judgment, reasoning, instinct, emotion, and volition. Very elementary demonstration.

**Psy. 1B. Applied Psychology (3).**

A discussion of psychological principles in their practical application to problems of daily life and to various occupations and professions.

**Phil. 4A-B. History of Philosophy (3-3).**

Brief history of philosophic thought, designed to give the student some grasp on fundamental philosophical problems and to aid him in adjusting himself to his physical, mental, and moral environment.

A. The development of ideas from the early Greek period to Neoplatonism.

B. The course of philosophy from the beginning of the Christian era down to modern times.

## SCIENCE

HAZEL SEVERY, M.A.  
EARL WALKER, M.A.  
WILBUR SELLE, M.A.  
WILLIAM PETERS, M.A.

Science may be used as a minor in several of the degree-granting courses.

### Chemistry

A minor in chemistry.

Each candidate for graduation with a major in some other department must complete at least 9 units in the Lower Division and 6 or more in the Upper Division as follows:

In Lower Division courses:

Sci. 1A-B—General Inorganic Chemistry----- (3-3), or  
Sci. 2A-B—General Inorganic Chemistry----- (5-5)  
Sci. 5—Organic Chemistry ----- (3)

In Upper Division courses:

Sci. 100—Physiological Chemistry ----- (3)  
Sci. 100A-B—Food and Textiles Chemistry----- (2-2)  
Sci. 105A-B—Qualitative Analysis ----- (3-3)  
Sci. 139—Science Methods ----- (2)  
Sci. 140—Supervised Teaching ----- (2)

## PHYSICAL SCIENCE

### Chemistry

#### LOWER DIVISION COURSES

##### i. 1A-B. General Inorganic Chemistry (3-3).

Comprising a systematic treatment of elementary principles and of the properties of the more important elements and their compounds. Open to students.

Two lectures and one laboratory period a week.

##### ii. 2A-B. General Inorganic Chemistry (5-5).

Prerequisite, any two of the following: High School Chemistry, Physics, trigonometry.

Three lectures and two laboratory periods a week.

##### iii. 5. Organic Chemistry (3).

Prerequisite: 1A and 1B or 2A and 2B.

Study of different carbon series, fats, carbohydrates, proteins, benzene compounds, and dyes.

Two lectures and one laboratory period a week.

##### iv. 6. Shop Chemistry (3).

This course will include an elementary study of the reactions involved in the production and use of such materials as metals, alloys, building

materials, paints, oils, cement and fuels, etc. For students in Industrial Education who have credit in Chemistry 1A or 2A.

Two lectures and one laboratory period a week.

### UPPER DIVISION COURSES

#### Sci. 100. Physiological Chemistry (3).

Study of the chemical composition and action of the tissues and secretions of the human body, the digestion of foods and the elimination of waste products. Open to students who have completed Courses 1 or 2 and 5.

Two lectures and one laboratory period a week.

#### Sci. 101A-B. Food and Textile Chemistry (2-2).

Prerequisite: Course 1 or 2.

This course takes up the physical and chemical laws, purity of foods and the study of textile fibres.

Two lectures and one laboratory period a week.

#### Sci. 103. Science of Dyes and Dyeing (2).

One lecture and one laboratory period a week.

#### Sci. 105A-B. Quantitative Analysis (3-3).

Introductory training in the methods of quantitative analysis of various materials, acids, bases, salts, alloys, and minerals. Open to those who have completed Course 1A, 1B, and 5A or 2A and 2B.

One lecture and two laboratory periods per week.

#### Sci. 139. Science Methods (2).

A study of methods of teaching science, including methods of presentation of subject matter and reviews of typical courses of study. Open to students with a minor in Chemistry.

#### Sci. 140. Supervised Teaching (2).

Experience in classroom teaching carried on under supervision. Classroom work, conferences, discussions. For all students who have a minor in Chemistry.

### Physics

### LOWER DIVISION COURSES

#### Sci. 20A-B. General Physics (3-3)

Prerequisites: High School Physics or Chemistry, Trigonometry, 1½ years High School Algebra.

Definitions, conversion factors, problems, formulæ covering mechanics molecular physics, heat and sound.



**BIOLOGICAL SCIENCE**

**LOWER DIVISION COURSES**

**ci. 40A-B. General Botany (4-4).**

Fundamentals of morphology and physiology of flowers, fruits, seeds, seedlings, roots, stems, and leaves. An introduction to taxonomy of the flowering plant.

Two lectures and two laboratory periods a week.

**ci. 50A-B. Physiology (3-3).**

A general study of the structure and functions of the body with special reference to muscles, nervous system, sense organs, circulation, digestion, excretion, and metabolism. Designed for students of Physical Education, Industrial Education, and those desiring a major in Physiology. Preliminary courses in Chemistry and Biology are recommended. Two lectures and one laboratory period a week.

**ci. 60A-B. General Zoology (3-3).**

Lecture and laboratory course involving the study of representatives of the principal groups of animals, with lectures on their structure and classification, and on the general laws of Biology which they illustrate.

Two lectures and one laboratory period a week.

**SOCIAL SCIENCE**

WILLIAM H. ELLISON, PH.D.

Full time faculty member to be appointed.

MILDRED C. PYLE, M.A.

LEWIS C. CARSON, PH.D.

**ECONOMICS****LOWER DIVISION COURSES****Econ. 1A-B. Principles of Economics (3-3).**

A general course in the principles of Economics and a study of important problems of the economic world.

**Econ. 2. Principles of Economics (3).**

A brief course in Economics for students in the professional courses

**GEOGRAPHY****LOWER DIVISION COURSES****Geog. 1. Fundamentals of Modern Geography (3).**

A development of the underlying principles of human geography through a study of the main features of the physical environment in their relationship to man's life and activities, particularly as exemplified in type regions

**Geog. 2. Regional and Economic Geography (3).**

Prerequisite: Geography 1.

A study of selected regions with wide application of the principles of human and economic geography.

**HISTORY****LOWER DIVISION COURSES****Hist. 2A-B. History of Western Europe (3-3).**

The development of western civilization from the decline of the Roman Empire to the present time. A study of the political, economic, and social background of present day civilization.

**Hist. 3A-B. History of the Americas (3-3).**

A survey of the history of the Americas from the periods of discovery and colonization to the present time. Emphasis is placed upon factors and relationships which have significance for the whole western hemisphere.

**UPPER DIVISION COURSES****Hist. 102A-B. History of the United States (3-3).**

A study of the political, social, and constitutional history of the United States.

**st. 111A-B. Modern European History Since 1789 (3-3).**

A study of European political and social development and world relationships from the French Revolution to the present day.

**st. 125. Renaissance and Reformation (3).**

Intellectual and religious developments of the fifteenth and sixteenth centuries and their significance.

Prerequisite: A year course in European history.

**st. 131. History of the British Empire (3).**

The rise and development of the British Empire. The story of British expansion.

Prerequisite: A year course in European history.

**st. 142. History of Latin America (3).**

A study of the rise and progress of the Latin American nations.

**st. 151. History of the Pacific Ocean Area (3).**

A survey of the activities of European peoples and of the United States in the Pacific ocean and adjacent regions. A study of the struggle for political and economic leadership in the past, together with consideration of the present situation and problems in the area.

Prerequisite: A year course in European history.

**st. 155. History of American Diplomacy (3).**

A study of the foreign relations of the United States.

Prerequisite: A year course in United States history.

**st. 165. History of the Civil War and Reconstruction (3).**

History of the United States from 1852 to 1877.

Prerequisite: A year course in United States history.

**st. 171. History of the United States in Recent Decades (3).**

Political, economic, and social development of the United States from 1866 to the present time.

Prerequisite: A year course in United States history.

**st. 175. History of the West (3).**

A study of the history of the trans-Mississippi west.

Prerequisite: A year course in United States history.

**st. 180. Industrial History of the United States (3).**

A study of the economic development and industrial history of the United States. (Primarily for students in Industrial Education.)

## POLITICAL SCIENCE

### LOWER DIVISION COURSES

#### Pol. Sci. 1A-B. Government (3-3).

A comparative study of the more important of the modern government with special emphasis on the constitution and government of the United States. Satisfies the state requirement in constitution and American ideals.

#### Pol. Sci. 99. American Institutions (3).

The fundamental nature of the American constitutional system and the ideals upon which it is based.

(Not open to students who take Political Science 1A-B or History 102A-B.)

## SOCIOLOGY

### LOWER DIVISION COURSES

#### Soc. 1. Elements of Sociology (3).

A study of the underlying principles of society with application to present day problems.

### UPPER DIVISION COURSES

#### Soc. 103. Immigration Problems (2).

A study of population movements under modern conditions. The causes, channels, and methods of immigration are studied, and particular emphasis is placed on questions of race and nationality.

## STUDENTS IN THE COLLEGE 1928-29 INCLUDING SUMMER SESSION 1928

NOTE.—Abbreviations for departments are as follows: I. E.—Industrial Education; A.—Art; H. E.—Home Economics; Ed.—Education; bc.—Elementary Education and Junior High School Education; Acad.—Academic; Sp.—Special; Aud.—Auditor.

### FRESHMEN

<i>Name</i>	<i>Department</i>	<i>Address</i>
Adams, Lenora	A.	T.
Aguinaldo, Richard	A.	Santa Barbara
Allerdyce, Alvin R.	Acad.	E.
Anderson, John	I. E.	Santa Y.
Badger, Alice	Ed.	Santa Barbara
Bailey, Diana Margaret	Acad.	Santa Barbara
Barnes, Alma H.	Acad.	Santa Barbara
Barnett, Hugh	Acad.	E.
Barnett, Walter	I. E.	La M.
Barth, George	Acad.	Santa Barbara
Bates, Virginia	Acad.	Santa A.
Birss, Whitelaw	Acad.	Santa Barbara
Bishop, Katherine	Acad.	Santa Barbara
Bly, Victor	Acad.	Santa Barbara

FRESHMEN—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
yd, Kathleen	Acad.	Santa Barbara
rrillo, Mauricio	Acad.	Santa Barbara
odgett, James	A.	Santa Barbara
abo, M. Henry	Acad.	Santa Barbara
own, Edwin	I. E.	Carpinteria
utke, Emma	Acad.	Bakersfield
chola, Julian	Ed.	Santa Barbara
mpilio, James	Acad.	Santa Barbara
nfield, Boy Wayne	I. E.	Lompoc
nfield, Orville E.	Acad.	Santa Barbara
rpenter, Amy L.	Acad.	Santa Barbara
rroll, Charlotte	Ed.	Riverside
sier, Roger	Acad.	Santa Barbara
saroli, Mario	Acad.	Santa Barbara
affee, Vivian	Ed.	Carpinteria
amberlain, Mildred	Acad.	Goleta
ero, Rose	Acad.	Santa Barbara
chran, Anita	Acad.	Santa Barbara
leman, Warren	Acad.	Santa Barbara
lton, Victor	Acad.	Santa Barbara
oley, Helen	Acad.	Santa Barbara
on, Camilla	A.	Santa Barbara
peland, Margaret	A.	Santa Barbara
pe, Alan I.	I. E.	Santa Barbara
rey, Theodora	H. E.	Los Angeles
rnwall, Ella H.	Acad.	Santa Barbara
y, Katherine	Acad.	Pasadena
omwell, Daisy	A.	Los Angeles
rley, William	I. E.	Santa Barbara
kita, Mansuito		
rdi, Lina R.	Ed.	Santa Barbara
nioan, Gregorio	Acad.	Philippine Islands
vens, Ed J.	Acad.	Santa Barbara
nton, Marjorie F.	A.	Rio Vista
kenson, Wesley	Acad.	Santa Cruz
ckman, William J.	Acad.	Santa Barbara
us, Agnesse	Ed.	Hollywood
rsey, Mildred	H. E.	Yorba Linda
eyer, Ellen	H. E.	Fullerton
e, Mary Louise	Ed.	McConnelsville, Ohio
ton, William	Acad.	Santa Barbara
ves, Albert	Acad.	Santa Barbara
khoff, Elsie	H. E.	Orange
bridge, Doris	Acad.	Santa Barbara
ison, Edwin H.	Acad.	Santa Barbara
win, Harold Wm.	Acad.	Santa Barbara
aki, Ruth	H. E.	Summerland
irley, Faith	Acad.	Santa Barbara
lor, William John	Acad.	Bell
ines, Thomas	Acad.	Santa Barbara
son, Dorothy May	Ed.	Bakersfield
dhill, Keith	Acad.	Santa Barbara
ldard, Ena A.	Acad.	Santa Barbara
ldard, Marguerite	Acad.	Santa Barbara
ady, Elwood	Acad.	Berkeley
ay, Mary Whitwell	Acad.	Ojai
gorio, Balmeo	Ed.	Philippine Islands
gopian, Rose	H. E.	Dinuba
ilton, Patricia	H. E.	Santa Barbara
nnings, Preston	Acad.	Glendale
rlow, Orman M.	I. E.	Fullerton
rtshorn, Winifred	Acad.	Santa Barbara
rmosa, Nicolas E. A.	Acad.	Berkeley
witt, Vera	Ed.	Santa Barbara
l, Blanche	Ed.	Santa Barbara



## FRESHMEN—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
Hill, Desmond	Acad.	Santa Barbara
Hill, Thomas	Acad.	Glendale
Holman, Lois	Acad.	Santa Barbara
Hooker, Harwood	Acad.	Hanford
Hopkins, Paul R.	Acad.	Santa Barbara
Hudson, Ethel	Acad.	Carpinteria
Huning, Mary J.	A.	Ventura
Hunt, Robert R.	Acad.	Santa Barbara
Imler, Robert I.	I. E.	Los Angeles
Irwin, Margaret C.	Acad.	Tacoma, Wash.
Izant, Alice	Ed.	Santa Barbara
Janssens, Carmelita	Ed.	Santa Barbara
Jennings, Christine	H. E.	Arlington
Jigergian, Margaret	Ed.	Santa Barbara
Jones, Pauline	Ed.	Zelma
Jones, Winifred	Acad.	Santa Barbara
Kent, Junior	I. E.	Los Angeles
Kessler, Thayer C.	I. E.	Santa Barbara
Kimberley, Ellen A.	Acad.	Santa Barbara
Kirby, Robert	I. E.	Fillmore
Klett, Arleen	Acad.	Santa Barbara
Kilmer, Sarah	A.	Santa Barbara
Koke, Robert A.	Acad.	Santa Barbara
Kramer, Wendell R.	Acad.	Santa Barbara
Lane, Howard M.	Acad.	Santa Barbara
Larsen, David L.	Acad.	Santa Barbara
Larsen, Irene	H. E.	Santa Barbara
Larsen, Martha	H. E.	Solvan
Laskey, Ruth	Acad.	Santa Barbara
Lawrence, Robert	Acad.	Summerland
Lee, Robert R.	Acad.	Santa Barbara
Lewis, Inez	Acad.	Santa Barbara
Lewis, Margaret Esther	Acad.	Santa Barbara
Lindesmith, Ellen R.	Ed.	San Luis Obispo
Liming, Dorothy	A.	Pasadena
Longawa, Mary K.	Acad.	Santa Barbara
Lowry, Jocelyn	Ed.	Lompoc
McAllister, Victor	Acad.	Santa Barbara
McTavish, Emmett	I. E.	Santa Barbara
Mainland, Mabeth	Acad.	Santa Barbara
Maloney, Elizabeth	Acad.	Santa Barbara
Manchee, T. L.	Ed.	Santa Barbara
Manny, Bertha	Ed.	Van Nuys
Martin, Francis Joseph	Acad.	Santa Barbara
Merryfield, Mathea	Acad.	Santa Barbara
Merritt, Frances	Acad.	Santa Barbara
Middleton, Laura A.	Acad.	Santa Barbara
Mills, William E.	Acad.	Santa Paul
Miner, Pearl Leona	A.	Yuma, Col.
Morgan, Margaret	H. E.	Buttonwillow
Moss, Earl D.	Acad.	Santa Barbara
Mottô, Herbert	Acad.	Santa Barbara
Nagle, Charles	Acad.	Santa Barbara
Neagle, Mary	A.	Santa Barbara
Nie'son, Jean	Acad.	Santa Barbara
Nielsen, Lillian D.	H. E.	Solvan
Noble, Kent	Acad.	Santa Barbara
Oliver, Charles	I. E.	Lompoc
Oshanna, Susan	A.	Santa Barbara
Osner, Emma	H. E.	Delano
Ottley, Alan R.	Acad.	Santa Barbara
Paggeot, Lowell	I. E.	Glendale
Park, Stella	A.	Los Angeles

FRESHMEN—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
Arma, Lawrence	Acad.	Santa Barbara
Beacock, Elizabeth	H. E.	Santa Barbara
Peterson, Dorothea E.	Acad.	Santa Barbara
Peterson, Dorothea M.	H. E.	Salinas
Diehn, Lillian	H. E.	Monrovia
Pierce, Ardle C.	Acad.	Santa Barbara
Pierucci, Fred	I. E.	Santa Barbara
Polley, Harold	Acad.	Santa Barbara
Porter, Ned Scott	Acad.	Santa Barbara
Powers, Eleanore	Ed.	Santa Barbara
Powers, Jack	I. E.	Felton
Proctor, Elizabeth	Acad.	Santa Barbara
Quivey, Byron F.	I. E.	Santa Barbara
Randolph, Mildred	H. E.	Santa Barbara
Rathbun, Jesse	I. E.	Woodlake
Reeder, Ida May	Acad.	Santa Barbara
Rice, Norma	Acad.	Santa Barbara
Roach, Thomas F.	Acad.	Santa Barbara
Rodman, Eddie	Acad.	Santa Barbara
Rose, Henry	Acad.	Santa Barbara
Ruiz, James	Acad.	Santa Barbara
Ransom, Ella D.	A.	Santa Barbara
Rhauer, Elizabeth	Acad.	Santa Barbara
Rhuyler, Howard	I. E.	Lompoc
Scott, Eugene Ward	I. E.	Santa Barbara
Ston, H. A.	I. E.	Santa Barbara
Stort, Byron B.	I. E.	Los Angeles
Stumpson, Glenn G.	Acad.	Santa Barbara
Stuth, Betty Lou	Ed.	Santa Barbara
Stuth, Carol C.	I. E.	Madera
Stuth, Helen Marie	Acad.	Santa Barbara
Stuth, M. Edith	Acad.	Long Beach
Stanley, Doris Lucille	A.	Yorba Linda
Stuart, Sylvia	Ed.	Fillmore
Stwain, Frances V.	Ed.	Templeton
Stanssig, Nathan	Acad.	National City
Stacker, Florence	H. E.	Riverside
Stiesen, Herman	I. E.	Reedley
Stompson, Stuart M.	Acad.	Santa Barbara
Stietz, Elsie	Ed.	Monrovia
Stoland, Donald E.	Acad.	Santa Barbara
Stoland, Valentine	A.	Santa Barbara
Stolin, Caroline	H. E.	Santa Paula
Stomlinson, Bruce	Acad.	Santa Barbara
Stowle, Eva M.	Ed.	Santa Barbara
Stubbs, Chester	Acad.	Santa Barbara
Stucker, Mabel Catherine	Acad.	Santa Barbara
Stulla, Mary	Ed.	Lompoc
Stun Winkle, Charles	Acad.	Santa Barbara
Stoss, Ellen F.	Acad.	Santa Barbara
Stade, Albert	I. E.	Santa Barbara
Stadley, Mary Louise	H. E.	El Monte
Stallin, Laura	Ed.	Middle River, Minn.
Stalker, Helen Irene	H. E.	Yorba Linda
Stalter, Marjorie	A.	Santa Paula
Statson, Edna	Acad.	Santa Barbara
Stest, Tobey	Acad.	Carpinteria
Stilliams, Samuel	Acad.	Santa Barbara
Stilliamson, James	I. E.	Lost Hills
Stilson, Harry S.	I. E.	Santa Barbara
Stood, Jean	Acad.	Santa Barbara
Stoods, James A.	I. E.	Santa Barbara
Stoodward, Jean	Acad.	Santa Barbara

## SOPHOMORES

<i>Name</i>	<i>Department</i>	<i>Address</i>
Alberts, Charles	Acad.	Santa Barbara
Aleksi, Rose Mary	Ed.	Oxnard
Babcock, Jack	Acad.	Santa Barbara
Baker, Barbara	Acad.	Santa Barbara
Barnard, Leland D.	Acad.	Santa Barbara
Barnes, Henrietta	Acad.	Santa Barbara
Bell, Helen	Ed.	Glendora
Bennett, Delwyn	Ed.	Santa Barbara
Birnie, Jeannette	A.	Santa Barbara
Blackie, Lyllis M.	A.	Inglewood
Bliss, Henry H.	Acad.	Carpinteria
Blum, Bertha	Ed.	Acton
Brown, Roberta Jane	Ed.	Orange
Buck, Dudley	Ed.	Santa Barbara
Burns, Rachel	Ed.	Glendora
Cannan, Charlotte L.	Ed.	Wood
Camp, Mary Kathryn	H. E.	Long Beach
Carr, Azalea C.	Ed.	Santa Barbara
Carr, Stanley	I. E.	Pomona
Clark, Laura Dorothy	H. E.	Santa Maria
Crane, Nellamae	Ed.	Santa Paul
Cronise, Dorothy S.	Acad.	Santa Barbara
Curtis, Dorothy E.	H. E.	El Monte
Davis, John Charles	I. E.	Tulane
Day, Wilbur Jr.	I. E.	Los Angeles
Dearborn, Evelyn	Acad.	Santa Barbara
Douglass, Jean	Ed.	San Pedro
Downs, Maggie May	Ed.	Los Olivos
Dukes, Eula M.	Acad.	Sheridan, Wy.
Edgerton, Amelie Francis	Acad.	Santa Barbara
Eisenbise, John Raymond	Acad.	Atascadero
Eldridge, Lillian	Ed.	Santa Barbara
Elwell, Margaret	Ed.	Ventura
Ezaki, James	Acad.	Summerland
Ezaki, William	I. E.	Summerland
Fong, Edward	Acad.	Santa Barbara
France, Laura	Ed.	Santa Paul
Frost, Lucille	H. E.	Fresno
Furman, Margaret	Ed.	Santa Barbara
Gabbert, Zoella M.	Ed.	Ojai
Gillum, Virgil	Acad.	Summerland
Glasby, Le Roy	Acad.	Santa Barbara
Goodfield, Llewellyn	Ed.	Santa Barbara
Graham, Margaret	A.	Santa Maria
Guntermann, William	Acad.	Santa Barbara
Hanson, Helen L.	Ed.	Santa Barbara
Hegeman, Ann	Ed.	Santa Barbara
Hickman, Cecil	Acad.	Long Beach
Higgs, Oswald	I. E.	Santa Barbara
Hill, Mary	Ed.	Santa Barbara
Holmes, Marjorie	Acad.	Santa Barbara
Horsey, Catherine Whitcomb	Ed.	El Paso, Texas
Houghton, Laura Louise	Acad.	Santa Barbara
Howell, Brady	I. E.	Hughes
Humphrey, Fred L.	Acad.	Carpinteria
Ilenstein, Charles A.	Acad.	Santa Barbara
Imes, Fred L.	I. E.	Los Angeles
Jackson, H. S.	Acad.	Santa Barbara
Jacobs, Alan	Acad.	Santa Barbara
Johnson, Ralph E.	I. E.	Long Beach
Keeton, Thisba Frances	Acad.	Lancaster
Kennedy, Robert Allen	Acad.	Santa Barbara
Kenney, Maibelle	Ed.	Pismo Beach
Knight, Emily M.	Ed.	Los Angeles
Kramer, Miriam	Acad.	Santa Barbara

SOPHOMORES—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
ane, Margaret	Acad.	Santa Barbara
ind, Jennie	H. E.	Los Angeles
incolin, Alpheus	Acad.	Long Beach
ee, Minnie Pettit	Ed.	Santa Barbara
eonard, Zenas	Acad.	Santa Barbara
ewis, M. Claribel	Acad.	Carpinteria
owry, E. Louise	Acad.	Hollywood
cdougall, Taylor	Acad.	Santa Barbara
cfarland, Joe	Acad.	Santa Barbara
cgregor, Robert	Acad.	Santa Barbara
acgregor, Samuel R.	Acad.	Chillicothe, Ill.
artin, Eleanor E.	H. E.	Templeton
axwell, Edith	Ed.	Santa Paula
ieir, Minnie	Ed.	Azusa
iller, Marian C.	Ed.	Santa Barbara
lynek, Charles	Acad.	Santa Barbara
organ, John Eugene	I. E.	Buttonwillow
auaman, Helen Martha	Ed.	Oxnard
iedermuller, Ted	I. E.	Santa Barbara
lsen, Nick E.	I. E.	Moorpark
lson, Grace E.	H. E.	Patterson
'Neill, Helen Marie	Ed.	Templeton
aulin, Stewart H.	Acad.	Santa Barbara
estor, Louise	Acad.	Santa Barbara
etersen, Viola Eleanora	Ed.	Santa Barbara
elps, John F.	I. E.	Paso Robles
ollard, Lawrence M.	Acad.	San Pedro
amos, Mariano V.	Acad.	Manila, P. I.
eeder, Florence	Ed.	Oxnard
itchie, Charles M.	Ed.	Ojai
oberts, Louise Nevada	A.	Laton
odehaver, Doris	Acad.	Santa Barbara
odriguez, Alma	Ed.	Ventura
omain, Richard	Acad.	Santa Barbara
oulston, William John	Acad.	Santa Barbara
ussell, Imogene	H. E.	Riviera
unsum, Earle D.	Acad.	Santa Barbara
avage, Willa Del	Ed.	Los Angeles
hneider, Hilda	Ed.	Alberta, Canada
ackelford, Alma	Acad.	Garden Grove
annon, Valmond Keith	Acad.	Santa Barbara
orkley, Grace	Acad.	Carpinteria
egel, Ruth Adele	H. E.	Santa Barbara
nallwood, Roy	Acad.	Santa Barbara
nith, Helen L.	Acad.	Santa Barbara
nith, Walter	Acad.	Santa Barbara
nyth, Mildred	Ed.	Napa
nyth, Miriam	Ed.	Napa
ephens, William E.	Acad.	Santa Barbara
evens, Richard O.	Acad.	Santa Barbara
iber, Marie	H. E.	Ontario
vanson, Walter	Ed.	Santa Barbara
lford, Rose	Ed.	Buellton
erry, Albert Z.	Acad.	Santa Barbara
omas, Gladys	Ed.	Santa Barbara
ompson, Julia Paul	Ed.	Los Angeles
ce, Vernley W.	I. E.	Pasadena
'ipp, Helene	H. E.	Fullerton
'umbull, Arthur L.	Acad.	Santa Barbara
vombly, Ethel M.	Ed.	Long Beach
nberger, May	Acad.	Santa Barbara
in Zander, John	Acad.	Santa Barbara
atson, David	Acad.	Santa Barbara
eber, Louise Virginia	Ed.	Santa Barbara
ebster, Helen	Ed.	Santa Barbara

## SOPHOMORES—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
Weiser, Clifford	Acad.	Santa Barbara
Wheeler, George	Acad.	Ocean
Wilson, Jean	Acad.	Santa Barbara
Winters, Stanley	Acad.	Santa Barbara
Wood, Emily	A.	Yuma, Ariz.
Woody, Ethel	A.	Pomona
Young, Rosamond	Ed.	Santa Barbara
Zinser, Richard H.	Acad.	Chillicothe, Ill.

## JUNIORS

Aholin, Elsa	Ed.	San Pedro
Aliverti, Angeline	Ed.	Santa Barbara
Barden, Cornelia E.	Ed.	Angels Camp
Barger, Iola	Ed.	Ontario
Barnes, Bernard	Acad.	Santa Barbara
Batty, Estella	Ed.	Buellton
Beckley, Opal C.	Acad.	Santa Barbara
Bennett, William D.	I. E.	Los Angeles
Boeckman, Freida H.	A.	Santa Barbara
Bolton, Minnie G.	Ed.	Highland
Breske, Laura P.	A.	Los Angeles
Brown, Georgiana K.	Ed.	Santa Barbara
Campbell, Helen	H. E.	Santa Barbara
Carmichael, Jessie	Ed.	Oakland
Chamberlain, Edna	Ed.	Oxnard
Chamberlain, Mabel L.	Ed.	Rosemead
Chamberlain, Thelma	Ed.	Santa Barbara
Church, Brenhilda G.	Ed.	Long Beach
Clemore, Albert	I. E.	Cabool, Mo.
Clow, Gordon	Acad.	Santa Paul
Cochran, Bertie Marie	Ed.	Santa Paul
Coffin, Grace	Ed.	Whittier
Cook, Lois	Ed.	Imperia
Cravens, Thomas	I. E.	Carpinteria
Curfman, Irene	Ed.	Santa Barbara
Doig, Margaret	Ed.	Upland
Davidson, Marian	H. E.	Redland
Davis, Elizabeth	Ed.	Bakersfield
Deleree, August	I. E.	Santa Barbara
Denno, Ray E.	Acad.	Santa Barbara
Donahue, Kathleen	Acad.	Santa Ynez
Egan, Lelia M.	Ed.	Los Angeles
Eisenbise, Grace	Acad.	Atascadero
Elmore, Alene B.	Ed.	Santa Maria
Ferris, Elizabeth B.	Ed.	Santa Barbara
Foss, Perham Gates	I. E.	Douglas, Ariz.
Fox, Elizabeth	A.	Los Angeles
Haas, Reba	Ed.	Whittier
Hahn, Raymond	I. E.	Santa Barbara
Hardeman, Eleanor	Ed.	Crestlin
Harper, Hattie Mae	H. E.	Loyalton
Harris, Gene M.	Ed.	Santa Barbara
Hineman, Rebecca	H. E.	Santa Barbara
Irvin, Isabelle	Ed.	San Pedro
Jameson, Marilyn	Ed.	Santa Barbara
Jamieson, Charles R.	Ed.	Santa Barbara
Jenson, Margaret	Acad.	Sebastopol
Johnson, Elizabeth	H. E.	La Mesa
Jones, Phil	Acad.	Santa Barbara
Kelley, Jocelyn	H. E.	Riverside
Kibbe, Claire	Ed.	Fullerton
Loving, Chrystelle	Ed.	Hollywood
Lyon, Isabella	Ed.	Santa Barbara
McCabe, Edith	Acad.	Santa Barbara



JUNIORS—Continued

Name	Department	Address
Callister, Doris	Ed.	Tulare
Kay, Helen B.	Ed.	Los Angeles
Kibben, Howard J.	Acad.	Bakersfield
nsfield, Dorothy	Ed.	San Pedro
rsh, Niargua W.	Ed.	Santa Barbara
rtin, Gilbert	Acad.	Carpinteria
ad, Robert C.	Acad.	Porterville
ngle, Leola	Ed.	Los Angeles
semer, Noel M.	I. E.	Santa Barbara
line, Mabel	Ed.	Santa Barbara
orman, Effie	Ed.	Santa Barbara
rgan, Thelma	Ed.	Summerland
nger, Fay M.	Ed.	Tulare
olett, Elizabeth	H. E.	Santa Barbara
orn, Marion	A.	Bakersfield
il, Esther	H. E.	Tulare
e, Estelle	Ed.	Santa Barbara
kham, Lucile H.	A.	Santa Barbara
vers, F. Lucille	Ed.	Santa Barbara
oud, Richard	I. E.	Santa Barbara
binson, Maude	A.	Bakersfield
an, Marion C.	Ed.	Santa Barbara
ins, John	Acad.	Ventura
unders, Naomi	Acad.	Santa Barbara
re, Lila L.	Ed.	Santa Barbara
ith, Bernice E.	H. E.	Santa Barbara
ith, Bernice F.	Ed.	Wilmington
amitt, Genevieve	H. E.	Santa Barbara
esmith, Carl	I. E.	Chico
ith, Gerald T.	I. E.	Bakersfield
ith, Paul D.	Acad.	Monterey
itheram, Ruby L.	Ed.	Santa Barbara
ow, Frances	Ed.	Hollywood
uty, Harold A.	I. E.	Newhall
wart, Alverna	Ed.	San Jose
wart, Walter	I. E.	Lompoc
um, La Verne	Ed.	San Pedro
ompson, Lelia	A.	Hollywood
urmond, Frank Alfred	Acad.	Carpinteria
kle, James	I. E.	Santa Paula
l, Ruth Elizabeth	Ed.	Santa Paula
all, Esther G.	H. E.	Glendale
an Tuyle, Mary Louise	H. E.	Rosemead
a Wagner, Emily	Ed.	Azusa
sira, Joe A.	I. E.	Turlock
bster, Margaret	Ed.	Santa Barbara
eeler, Mary Lewis	H. E.	Long Beach
lson, Maud M.	Ed.	Santa Barbara
ods, Dora	Ed.	Los Angeles
ight, Mildred	H. E.	Redondo Beach
ercher, Rose	Ed.	Bakersfield

SENIORS

red, Fred	I. E.	Exeter
rnnett, A. B.	Ed.	Santa Barbara
adori, Alfred	I. E.	Porterville
ckell, C. T.	I. E.	Santa Barbara
own, George E.	Ed.	Santa Barbara
ster, Elsie M.	Ed.	Santa Barbara
ster, Grover V.	I. E.	Whittier
owther, Maurine	A.	Orosi
rtis, Lyman B.	I. E.	Fresno
ndas, Edwin	I. E.	Ducor

## SENIORS—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
Ezaki, Elizabeth	H. E.	Summerland
Foster, Elizabeth	A.	Eureka
Gettys, Agnes Ulton	Ed.	Santa Barbara
Glasgow, Ruth M.	H. E.	Medical Lake, Wash.
Gifford, Elinor	H. E.	Riverside
Globe, Vera	H. E.	Los Angeles
Glover, Mrs. Gertrude C.	Ed.	Santa Barbara
Gormly, Esther	Ed.	Bakersfield
Hebert, Marian	A.	Santa Barbara
Heninger, Blanche	H. E.	Santa Barbara
Hewins, M. Irene	H. E.	San Francisco
Hill, Arthur R.	I. E.	Santa Barbara
Horner, Phil	I. E.	Santa Barbara
Johnston, Olive S.	H. E.	Santa Barbara
Jones, Freida W.	H. E.	Santa Barbara
Keep, Marian I.	Ed.	Hemlock
Kimes, Dorothy Lee	Ed.	Santa Barbara
Kennedy, Edwina	Ed.	Santa Barbara
King, Katharine Lee	H. E.	Whittier
Lakin, Claire	H. E.	Santa Barbara
Livingston, Albert	I. E.	Greenfield
Loveland, Wallace G.	I. E.	Santa Barbara
McKinlock, Betty M.	Ed.	Pasadena
Marshall, Ted L.	I. E.	Santa Barbara
Martin, Rosamond	Ed.	Santa Barbara
Merritt, Dorothy	Ed.	Santa Barbara
Miller, Henry	Ed.	Santa Barbara
Moore, Genevieve	H. E.	Long Beach
Morehead, A. D.	I. E.	Orange County
Nisewanger, Carrol	I. E.	Kingsburg
Oglesby, Gladys	Ed.	Santa Barbara
Parrett, Clara	A.	Anaheim
Patten, Geneva E.	Ed.	Los Angeles
Peel, William P.	I. E.	Santa Barbara
Perry, Norma	Ed.	Santa Barbara
Pierce, Zelma W.	Ed.	Santa Barbara
Schultz, Henry N. T.	I. E.	Yreka
Sexton, Ella M.	Acad.	Santa Barbara
Sheesley, Clayton W.	I. E.	Livingston
Sloniker, M. C.	I. E.	Santa Barbara
Smith, Phil H., Jr.	A.	Reedley
Sonnesyn, Ja Nette	H. E.	Van Nuys
Stone, Florence Dell	H. E.	Santa Barbara
Thompson, Elsie	Ed.	Bishop
Thompson, Jeanette	Ed.	Santa Barbara
Thurmond, Lue Mildred	Ed.	Carpinteria
Van Tuyle, Alvetta	Acad.	Pasadena
Werner, S. O.	I. E.	Santa Barbara
West, Margaret	Ed.	San Francisco
Wharton, Luella	Ed.	Valley City, N. C.
Zabler, Pauline	H. E.	Coachella
Zoellin, Ellen	H. E.	Santa Barbara

## SPECIALS

Alden, Mrs. C. S.	Ed.	Santa Barbara
Alden, Dorothy	Ed.	Santa Barbara
Ambrose, Mary Margaret	Acad.	Santa Barbara
Arkley, Sara B.	Ed.	Santa Barbara
Barden, Olivia	Ed.	Santa Barbara
Boeckman, Frieda	Ed.	Santa Barbara
Bolton, Josephine	Ed.	Santa Barbara
Briggs, Fred	I. E.	Santa Barbara
Brown, Mrs. M.	Ed.	Santa Barbara
Buck, Mrs. Delia	Acad.	Santa Barbara

**SPECIALS—Continued**

<i>Name</i>	<i>Department</i>	<i>Address</i>
uall, Lucy B.	A.	Santa Barbara
ain, Lorraine	Ed.	Santa Barbara
allahanan, Doris	A.	Santa Barbara
andy, Irene	Ed.	Santa Barbara
aster, Grayce T.	H. E.	Whittier
haffee, G. N.	Acad.	Santa Barbara
hristmas, Margaret	Ed.	Santa Barbara
lark, Elvera	Ed.	Santa Barbara
lark, Helen	Ed.	Santa Barbara
ollins, Helen	Ed.	Santa Barbara
onkey, Irene	Ed.	Santa Barbara
ooley, Lydia	A.	Santa Barbara
ox, Ruth	Ed.	Santa Barbara
rawford, Pearl	Ed.	Santa Barbara
roswell, Mary E. T.	Ed.	Santa Barbara
urtis, Gladys	Ed.	Santa Barbara
aniels, Helene	Ed.	Santa Barbara
uncan, Helen A.	Acad.	Kenosha, Wis.
denswood, Mrs. C. A.	H. E.	Santa Barbara
arwell, Martha	Acad.	Santa Barbara
erguson, Marie	H. E.	Santa Barbara
ish, Isabel M.	A.	Santa Barbara
reeman, Mildred	Ed.	Santa Barbara
George, Ethel E.	A.	Santa Barbara
ill, Edith Du Bois	Ed.	Santa Barbara
lover, Gertrude	Ed.	Santa Barbara
rant, Evelyn	Ed.	Santa Barbara
riffin, Mrs. F. L.	A.	Santa Barbara
udgel, Helen	A.	Kalispel, Mont.
all, Fielding B.	I. E.	Los Angeles
arder, Clara	H. E.	Santa Barbara
ardy, Clara	H. E.	Santa Barbara
arpster, Kallona Scott	Ed.	Santa Barbara
enry, Ruth	H. E.	Santa Barbara
ielen, Hazel	Ed.	Santa Barbara
insdale, Ray F.	I. E.	Santa Barbara
ollister, Mrs. K.	Ed.	Santa Barbara
ohnson, Mrs. William	Ed.	Santa Barbara
eatings, Alfaretta	A.	Santa Barbara
endall, Marion R.	A.	Santa Barbara
ern, Mrs. J. W.	Ed.	Santa Barbara
ing, Phoebe	Ed.	Santa Barbara
ircher, Laura	Ed.	Santa Barbara
Kraft, Frank	Ed.	Santa Barbara
la Source, Ethel	H. E.	Santa Barbara
leishman, Margaret	Ed.	Santa Barbara
loyd, Marion	Ed.	Santa Barbara
ongmire, Mrs. Delia	H. E.	Santa Barbara
ung, Helen C.	Acad.	Tacoma, Wash.
yman, Maude	Acad.	Santa Barbara
artin, Isabel L.	Ed.	Santa Barbara
artin, Niels Homer	Acad.	Santa Barbara
artinson, Mrs. Marian	H. E.	Santa Barbara
atteson, Jean	Ed.	Santa Barbara
aurer, Erna	Ed.	Santa Barbara
axwell, Helene	Acad.	Santa Barbara
erriell, Gertrude	Ed.	Santa Barbara
ills, Adele	Ed.	Santa Barbara
iller, V. Stanley	Ed.	Santa Barbara
loore, Grace	Ed.	Santa Barbara
loyer, Theone	Ed.	Toledo, Ohio
urphy, Emma	Ed.	Santa Barbara
McKinnon, Mrs. S. J.	Ed.	Santa Barbara
McTavish, Margaret	Ed.	Santa Barbara
Noel, Francis W.	I. E.	Santa Barbara
psomer, Mrs. Cora	H. E.	Santa Barbara

## SPECIALS—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
Parker, Lydia	Acad.	Santa Barbara
Peter, Elizabeth M.	A.	Santa Barbara
Phoenix, Hattie	Ed.	Santa Barbara
Pierce, Fred H.	I. E.	Santa Barbara
Polley, Frances H.	A.	Santa Barbara
Poulsen, Esther	Ed.	Santa Barbara
Robertson, Edith J.	Acad.	Santa Barbara
Rue, Mrs. G. E.	H. E.	Santa Barbara
Rumball, Catherine	Ed.	Santa Barbara
Rundell, Le Roy	Acad.	Santa Barbara
Ryan, Marion	Ed.	Santa Barbara
Schoepf, Harry	Acad.	Santa Barbara
Schurmeier, Katherine L.	Acad.	Santa Barbara
Sells, Anna	Ed.	Santa Barbara
Sickles, Gertrude M.	A.	Santa Barbara
Sloniker, Mrs. M.	Ed.	Santa Barbara
Smith, Irene	Ed.	Santa Barbara
Spielman, Helen S.	Acad.	Santa Barbara
Spooner, W. A.	I. E.	Santa Barbara
Stanwood, Carolyn	A.	Santa Barbara
Steele, Mary O.	Ed.	Santa Barbara
Strain, Ethel	Ed.	Santa Barbara
Thomas, Eugena	Ed.	Santa Barbara
Thompson, Helen	Ed.	Santa Barbara
Thompson, Mildred F.	Acad.	Santa Barbara
Valde, Geraldine	Ed.	Santa Barbara
Van Fossen, Gladys Ruth	Ed.	Minneapolis, Minn.
Vivian, C. L.	Acad.	Santa Barbara
Soule, Judith De Forest	Acad.	Santa Barbara
Waterman, Oro	Ed.	Santa Barbara
Weeks, Elizabeth D.	Acad.	Santa Barbara
Whitney, Mary	Ed.	Santa Barbara
Wilson, Harry S.	I. E.	Santa Barbara
Winston, Chester P.	I. E.	Santa Barbara
Wormser, Robert	Ed.	Santa Barbara

## SUMMER SESSION

Abraham, Bertha H.	I. E.	Santa Barbara
Aleksi, Joann	Ed.	Oxnard
Allred, Fred	I. E.	Exeter
Altringer, Rose Elma	Ed.	Wasco
Altringer, Ruby	Ed.	Wasco
Altringer, Ruth	Ed.	Wasco
Ambrose, Madeline	A.	Santa Barbara
Ambrose, Mary Margaret	Ed.	Santa Barbara
Amsler, Harryette	Ed.	College Station, Tex.
Anderson, Franklin	I. E.	Santa Barbara
Anderson, Irene F.	Ed.	Bisbee, Ariz.
Anderson, Carl J.	I. E.	San Francisco
Arkley, Sara B.	Ed.	Los Gatos
Arne, Gertrude E.	Ed.	Santa Barbara
Austen, Jane	Ed.	Ventura
Austin, Pearl H. W.	I. E.	Hemet
Austin, William J.	Ed.	Hemet
Baer, Louise	Ed.	Imperial
Baker, Barbara	Ed.	Santa Barbara
Barney, Gladys G.	Ed.	Brookings, S. D.
Barr, Grace	Ed.	Santa Barbara
Bartmesa, Will Tom	Ed.	Santa Barbara
Batty, Estelle	Ed.	Buellton
Beckley, Opal C.	Acad.	Santa Barbara
Bennett, William D.	I. E.	Santa Barbara
Beyer, Eleanor G.	Ed.	Santa Barbara
Blum, Bertha	Ed.	Acton
Blum, Emma O.	Ed.	Acton

SUMMER SESSION—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
Beckmann, Freida H.	A.	Santa Barbara
Blanton, Josephine	Ed.	Santa Barbara
Bone, Muriel	A.-Aud.	Hollywood
Bydston, R.	I. E.	Pittsburg
Cyle, Eugene P.	I. E.	Vallejo
Dickell, C. T.	I. E.	Santa Barbara
Drown, Irene S.	Ed.	Coahuila, Mexico
Drowne, George E.	Ed.	Santa Barbara
Drowne, Georgiana K.	Ed.	Santa Barbara
Durley, Hypatia	Ed.	Warren, Ariz.
Ellahan, Doris	A.	Santa Barbara
Erlyon, Theodora	Ed.-Aud.	San Francisco
Erter, Elsie May	Ed.	Santa Barbara
Facey, Raymond J.	I. E.	Los Angeles
Gamberlain, Mabel	Ed.	Rosemead
Gamberlain, May	Ed.	Santa Barbara
Ghase, Harold	I. E. Sp.	Santa Barbara
Heney, Mattie G.	Ed.	Taft
Hutwood, Mary	Ed.	Hayden, Ariz.
Hurchill, Perry	Acad.	Santa Paula
Jarey, Elizabeth	Ed.	Santa Barbara
Jark, Alta	Ed.	Carpinteria
Jendenen, Sadie	Ed.	Bakersfield
Jow, Jean	Ed.	Santa Paula
Klinkin, Eugene	I. E.-Aud.	Santa Barbara
Konrad, Albert J.	I. E.	Taft
Kostella, Norma	Ed.	Santa Cruz
Kostella, Vivian	Ed.	Santa Cruz
Kousen, Mrs. Leonore	A.	Ventura
Kox, Arthur	I. E.	Ventura
Krane, William D.	Acad.	Santa Barbara
Krist, Mary Elsie	Ed.	Long Beach
Kross, Minerva A.	Sp.	Santa Barbara
Kurzman, Dora Docia	A.	Santa Barbara
Kurtis, Dorothy E.	H. E.	El Monte
Kurtis, Lyman B.	I. E.	Fresno
Kawson, Cidney	H. E.	Hanford
Kean, Gertrude C.	H. E.	Antioch
Kewlaney, Mabel F.	H. E.	Santa Barbara
Kouglass, Jean	Ed.	San Pedro
Kuncan, Victoria M.	H. E.	Vancouver, B. C.
Klmonds, Arthur E.	I. E.	Rosemead
Klis, W. B.	Ed.	Pittsburg
Kmore, Alene Bavor	Ed.	Santa Maria
Knzer, E. J.	I. E.	Burbank
Kston, Bess	H. E.	Honolulu, T. H.
Kinch, L. R.	I. E.	Phoenix, Ariz.
Kisher, Otis	I. E.	Arlington
Kitzgerald, Bertram L.	I. E.	San Pedro
Kitzgerald, Ruth C.	H. E.	San Pedro
Kitzgerald, Sadie E.	Ed.	Santa Barbara
Koss, P. Gates	I. E.	Santa Barbara
Koster, Elizabeth K.	A.	Eureka
Kraga, Clara	A.	Santa Barbara
Krame, Eva	H. E.	Coalinga
Kreeman, Frances T.	Ed.	Coronado
Kurby, Charles E. Jr.	Ed.	Hanford
Kurman, Margaret	Acad.	Santa Barbara
Kabbert, Zoella	Ed.	Ojai
Kaertner, Mrs. Rita	Ed.	Santa Paula
Kauldin, Harold E.	I. E.	Covina
Keorge, Fred R.	I. E.	Ontario
Kilchriste, Gladys	Ed.	Santa Barbara
Kill, Mrs. Edith Du Bois	Ed.	Santa Barbara
Kish, A. E.	Acad.	Dinuba
Kish, Mrs. A. E.	Ed.	Dinuba



## SUMMER SESSION—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
Glover, Gertrude C.	Ed.	Santa Barbara
Glover, Robert L.	Ed.-Aud.	Santa Barbara
Goddard, Arel C.	Aud.	Prescott, Ariz.
Goddard, Helen S.	A.	Prescott, Ariz.
Goesch, Albert	I. E.	Oakland
Goodwin, Avis	Ed.	Santa Barbara
Graff, Beatrice Kelley	H. E.	Los Angeles
Graham, Nina J.	H. E.	Arcada
Green, Robert R.	I. E.	Petaluma
Greenlaw, Vera	A.	Flagstaff, Ariz.
Griffin, Naomi N.	Ed.	Ventura
Haise, Verna	H. E.	Riverside
Hall, Coral C.	H. E.	Los Angeles
Halliday, Florence	H. E.	Oakland
Hancock, Corrinne	Ed.	National City
Hancock, John M.	I. E.	National City
Hanson, Emma R.	Ed.	Santa Barbara
Hardison, Coralyene	Ed.	Santa Paula
Harlow, Merton D.	I. E.	Fullerton
Harris, Ada W.	Ed.	Oxnard
Hartwell, Anne D.	Ed.	Beaumont
Hedges, Corrinne	H. E.	Upland
Hegeman, Ann	Ed.	Santa Barbara
Henderson, Cecilia	Ed.	Santa Paula
Henderson, Irene	Ed.	San Jose
Hennes, Marie T.	H. E.	Santa Barbara
Hermley, Elizabeth	Ed.	Santa Paula
Hester, Lucille	Ed.	Santa Barbara
Heward, Garetta E.	A.	Taft
Hill, Arthur R.	I. E.	Santa Barbara
Hill, Hazel H.	H. E.	Riverside
Hill, Mary E.	Ed.	Santa Barbara
Hinds, Ethel M.	Ed.	Porterville
Hodges, Louise C.	H. E. Sp.	Santa Barbara
Hoefer, Helen R.	Acad.	Santa Barbara
Hohenshel, Georgia	Ed.	Santa Cruz
Holbrook, Virginia	H. E.	Santa Barbara
Homer, Genevieve	Ed.	Visalia
Homer, Helen	H. E.	Visalia
Homfeld, Leona	Ed.	Wasco
Honan, Elizabeth C.	Ed.	Ventura
Horner, Phil	I. E.	Medford, Ore.
Horsey, Catha W.	Ed.	Santa Barbara
Hudner, Marcella	Aud.	Hollister
Huie, Fred L.	I. E.	Los Angeles
Hoyt, Ella B.	Ed.	Glendale
Hutchinson, Violet	Ed.	Alhambra
Imes, Frederick	I. E.	Los Angeles
Isner, George F.	I. E.	Summerland
Izant, Alice	Ed.	Santa Barbara
Jackson, Roderick V.	Ed.	Santa Barbara
Jackson, Vesta M.	Ed.	Santa Barbara
Jeffers, Altha	H. E.	San Francisco
Jewett, Edward F.	I. E.	Fort Bragg
Johnson, Claire R.	I. E.	San Francisco
Johnson, Edith	H. E.	Pomona
Johnson, Gladys M.	Ed.	Santa Barbara
Johnson, Mae Y.	Ed.	Ventura
Johnson, William E.	Acad.	Santa Barbara
Johnston, Olive S.	H. E.	Santa Barbara
Jones, Ann	Acad.	Los Angeles
Jones, Frieda	H. E.	Santa Barbara
Josselyn, Chester E.	I. E.	Los Angeles
Keep, Marian	Ed.	Hemet
Kellam, Howard B.	I. E.	Los Angeles
Kenney, Edwina	Ed.	Santa Barbara

SUMMER SESSION—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
Penney, Ina M.	Ed.-Aud.	Santa Barbara
Penney, Maibelle	Ed.	Pismo Beach
Penney, Margaret	Ed.	Santa Cruz
Pepper, Claire	Ed.	Fullerton
Permer, Sarah E.	A.	Friendship, Me.
Perry, Katherine	H. E.	Whittier
Perry, Harold S.	I. E.	Los Angeles
Petersen, Ansgar	Ed.	Santa Barbara
Petersen, Doris	Ed.	Buellton
Peterson, Ethel	Ed.	Santa Barbara
Peterson, Mrs. Neva W.	A.	Bakersfield
Peterson, Elsie	Ed.	Santa Barbara
Peterson, Clifford	Ed.	Santa Barbara
Peterson, Walter W.	I. E.	Santa Ana
Peterson, Edna L.	Ed.	Coalinga
Peterson, Larena	Ed.	Thermal
Peterson, Gretchen	Ed.-Aud.	La Vina
Peterson, Dorothy	A.	Pasadena
Peterson, Mrs. Marian O.	Ed.	Santa Barbara
Peterson, A. L.	I. E.	Tulare
Peterson, Helen M.	H. E.	Santa Barbara
Peterson, Adelaide	A.	Santa Barbara
Peterson, Burnett L.	I. E.	Rosemead
Peterson, Isabella	Ed.	Santa Barbara
Peterson, Edith	Acad.	Santa Barbara
Peterson, Jane	Ed.	Santa Barbara
Peterson, Doris	Ed.	Tulare
Peterson, Miriam F.	Ed.	Tulare
Peterson, Robert	I. E. Sp.	Santa Barbara
Peterson, Gertie C.	Ed.-Aud.	Butte City
Peterson, W. B.	I. E.	Williams
Peterson, Alethia	Ed.	Orosi
Peterson, Margaret	Acad.	Santa Barbara
Peterson, Francis Jr.	I. E.	San Bernardino
Peterson, George W.	I. E.	Los Angeles
Peterson, Betty M.	Ed.	Pasadena
Peterson, Edwin	Acad.	Santa Barbara
Peterson, Hattie S.	Ed.	Santa Barbara
Peterson, Niargua	Ed.	Santa Barbara
Peterson, Charlotte G.	Ed.-Aud.	Newark, N. J.
Peterson, Jean	Ed.	Santa Barbara
Peterson, Erna	Ed.	Santa Barbara
Peterson, Ophelia	A.	Santa Barbara
Peterson, Helene	Acad.	Santa Barbara
Peterson, Dorothy	Ed.	Santa Barbara
Peterson, Elizabeth	Ed.-Aud.	Kansas City, Kan.
Peterson, Henry	Ed.	Santa Barbara
Peterson, Lee	A.	San Francisco
Peterson, Marian	Ed.	Goleta
Peterson, Belle	H. E.	Los Angeles
Peterson, Henry L.	I. E.	Santa Ynez
Peterson, Margaret H.	A.	Cambria
Peterson, Nina	Acad.	Santa Barbara
Peterson, Genevieve	H. E.	Long Beach
Peterson, Grace E.	Ed.	Santa Barbara
Peterson, H. D.	I. E.	Orange Cove
Peterson, Ruth E.	H. E.	Claremont
Peterson, Mrs. Merle Z.	H. E.	Pomona
Peterson, Elizabeth	A.	Ortonville, Minn.
Peterson, Alyce L.	H. E.	Burlingame
Peterson, Gay	Ed.-Aud.	Santa Barbara
Peterson, Nell	Ed.	Gooding, Idaho
Peterson, Carrol	I. E.	Kingsbury
Peterson, Lois	Ed.	
Peterson, Kate C.	A.	Pomona
Peterson, Margaret W.	A.	Pomona

## SUMMER SESSION—Continued

<i>Name</i>	<i>Department</i>	<i>Address</i>
Parker, Helen	Ed.	Ojai
Parrett, Clara	A.	Anaheim
Peel, James	I. E.	Redlands
Peel, William P.	I. E.	Santa Barbara
Pensa, Cesarina	Ed.	Lompoc
Perry, Norma	Ed.	Santa Barbara
Pestor, Louise	Acad.	Santa Barbara
Peters, W. W.	Ed.	Santa Barbara
Pettingill, Edith	Ed.-Aud.	Santa Barbara
Pierce, Fred H.	I. E.	Santa Barbara
Pierce, Prescott C.	I. E.	
Pierce, Shirley H.	Acad.	Santa Barbara
Powers, Eleanore	Acad.	Santa Barbara
Powers, Frances L.	Ed.	Santa Barbara
Price, Grayson L.	I. E.	Napa
Price, Helen	Ed.	Napa
Reilly, Margaret	A.	Baltimore, Md.
Richards, Helen	Ed.	Fond Du Lac, Wis.
Ritter, Ina A.	Ed.	New Orleans, La.
Roach, Albert E.	I. E.	Ventura
Roach, Alice D.	Sp.	Ventura
Roberts, Louise Nevada	Acad.	Laton
Robinson, Mrs. Hazel A.	Ed.	Los Angeles
Robinson, Maude	A.	Bakersfield
Rogers, Eola	Acad.	
Rolph, Carlyon	I. E.	San Jose
Romny, E. E.	A.	Sacramento
Rowe, Louis M.	I. E.	Los Angeles
Ryan, Helen M.	A.	Santa Barbara
Ryan, Marion C.	Ed.	Santa Barbara
Runkle, Marguerite	Ed.	Fresno
Sawyer, Marjorie L.	Ed.	Santa Barbara
Scalipino, William	Ed.-Aud.	Santa Barbara
Scott, Eugene W.	I. E.	Santa Barbara
Sells, Ann J.	Ed.	Oxnard
Sheesley, Clayton	I. E.	Livingston
Shimmon, Princie W.	Ed.	Corning
Shimmon, William L.	I. E.	Corning
Shoemaker, M. Elizabeth	Ed.	Santa Barbara
Silsby, Mary	Ed.	Santa Barbara
Sister M. Catherine S.S.J.	H. E.	Orange
Sister M. Patricia S.S.J.	H. E.	Orange
Sister Margaret	Aud.	Santa Barbara
Smith, Clara H.	A.	Ojai
Smith, John A.	I. E.	Los Angeles
Smith, Morgan N.	I. E.	Glendale
Smith, Phil H., Jr.	A.	Reedley
Smitheram, Gertrude	Ed.	Riverside
Snodgrass, Phoebe E.	Ed.	Ventura
Snyder, Ruth	H. E.	Lodi
Spooner, Willard A.	I. E.	Santa Barbara
Stanley, Alva B.	I. E.	Los Angeles
Starr, M. Ruth	H. E.	Anaheim
Stauber, Caroline	Ed.	Fierro, N. M.
Stephens, Zetta E.	Ed.	Santa Barbara
Stewart, Alverna	Ed.	San Jose
Stewart, John C.	I. E.	Palo Alto
Stone, Laura C.	H. E.-Aud.	Santa Barbara
Strain, Mrs. Ethel H.	H. E.	Santa Barbara
Stribley, Arthur F.	I. E.	Visalia
Strum, La Verne	Ed.	San Pedro
Suiter, F. C.	I. E.	Tulare
Swinney, Helen L.	Ed.	Santa Barbara
Tegen, Ruth	Ed.	Modesto
Thayer, Mabel R.	I. E.	Glendale
Thompson, Elsie	Ed.	Bisbee, Ariz.

**SUMMER SESSION—Continued**

<i>Name</i>	<i>Department</i>	<i>Address</i>
Pompsen, Lelia A.	A.	Hollywood
Pompsen, M. Porter	Aud.	
Pompsen, Virginia F.	Ed.	
Porpe, Charles H.	I. E.	Santa Barbara
Price, Vernley W.	I. E.	Los Angeles
Pland, Valentine	A.	Pasadena
Pottle, Lauretta	Ed.	Santa Barbara
Porton, Gertrude	Aud.	Ventura
Porton, Roache G.	I. E.	Santa Barbara
Portman, Irwin	I. E.	Watsonville
Portman, Tuyle, Alvetta	Acad.	Wasco
Portman, Zander, John	Acad.	Pasadena
Pozzolini, Ida	Ed.	Santa Barbara
Prall, Norma	H. E.	Santa Barbara
Pratt, Gertrude	Acad.	Oakland
Pratt, Ora E.	Ed.	Santa Barbara
Pratt, Geneva E.	Aud.	Santa Barbara
Pratt, Beatrice B.	Ed.	Santa Barbara
Pratt, Hattie B.	H. E.	Pasadena
Pratt, Mabel F.	Ed.	San Gabriel
Pratt, Virginia L.	Ed.	San Gabriel
Pratt, Margaret	Ed.	Santa Barbara
Pratt, Leota C.	Ed.	Santa Barbara
Pratt, Clifford	Acad.	Santa Barbara
Pratt, Schurer O.	I. E.	Santa Barbara
Pratt, Sophie H.	Aud.	Santa Barbara
Pratt, Mrs. Luella S.	Ed.	Valley City, N. D.
Pratt, Dorothy M.	Ed.-Aud.	Santa Barbara
Pratt, Virgil G.	I. E.	Huntington Park
Pratt, Dorothy R.	H. E.	Los Angeles
Pratt, Earl	I. E.	Santa Rosa
Pratt, Louise H.	Aud.	El Paso, Texas
Pratt, A. Melba	Ed.	Riverside
Pratt, Fred C.	I. E.	Eagle Rock
Pratt, Curtis L.	I. E.	Newman
Pratt, May	H. E.	Los Angeles
Pratt, Marie W.	H. E.	Alhambra
Pratt, Mildred	H. E.	
Pratt, Rosamund	Ed.	Santa Barbara
Pratt, Pauline A.	H. E.	Coachella
Pratt, Ellen	H. E.	Santa Barbara
Pratt, Rose G.	Ed.	Bakersfield

**SUMMARY**

Freshmen	205
Sophomores	138
Juniors	106
Seniors	62
Specials	110
<b>Total</b>	<b>621</b>
Summer Session	334
<b>Grand Total</b>	<b>955</b>



# INDEX

	Page
Academic Studies: Lower Division	31
Advanced Standing	18, 19
Advanced Standing, Transfers with	17
Alumni	13
Alternate Qualifications	17
Art	28, 35; 83-86
Appointment Bureau	15
Applications for Entrance	18
Athletics, Requirements for Participation in Intercollegiate Com-	
petition	23
Biological Science	125
Buildings	10
Calendar 1929-30	3-4
Catalog of Students	128-143
Chemistry	123-124
Classification of Students	18
Climate	10
College, Organization of	24
College, Purpose of	24
Commerce	33-34
Commercial Education	28
Count	20
Courses, Description of	83-125
Courses, Outlines of	31-82
Degrees	24
Degree Courses	26
Description of Courses	83-125
Disqualification	21
Dropped Subjects	21
Economics	126
Education	47-50, 87-90
Elementary Education, Special Requirements	21
Elementary School	11
Elementary School Teachers' Course	27
English	51-57, 91-94
English "A" Examination	28
Examinations	22
Examinations at Entrance	18
Extra Curricular Activities	23
Faculty List	7-9
Fees	16
Financial Assistance	14
Foreign Languages	95-96
French	95
Freshmen, Special Requirements	28
Geography	126
General Information	10
General Qualifications	17
Graduation Units	20
Grand Total of Students	143
High School Records	18
History	58-60, 126
Historical	10
Home Economics	61-68, 97-101
Home Making	28
Industrial Arts	28
Industrial Education	69-77, 102-110
Institutional Requirements	26
Junior High School	11
Junior High School, Special Requirements	21
Junior High School Teachers' Course	27
Kindergarten-Primary Teachers' Course	27
Laboratories	12



	Page
Languages, Foreign	95-96
Lectures	1
Letters and Science	31
Library	11
Living Arrangements	14
Lower Division: Academic Studies	31
Lower Division Requirements	25
Marking System	19
Mathematics	111
Music	28, 112
Outlines of Courses	31-82
Organization of the College	24
Partial Courses	34
Philosophy	122
Physics	124
Physical Education	15, 28, 78-82, 113
Political Science	127
Presecondary School Teachers' Course	27
Probation	21
Procedure of Students	24
Programs	22
Provisional Students	18
Purpose of the College	24
Psychology	122
Qualifications, Alternate	17
Qualifications, General	17
Records, High School	18
Recreational Activities	15
Regulations	17
Regular Students	18
Requirements, Institutional	26
Requirements, Lower Division	25
Requirements, State	26
Scholarship After Entrance	19
Scholarship, General Provisions	20
Scholarship, Provisions	20
Science	123-125
Social Activities	13, 15
Social Science	126-127
Shops	12
Spanish	95-96
Special Requirements	21
Speech Arts	23
Standards and Regulations	17-23
Subject A: English Composition	23
Standing, Advanced	15
State Board of Education	20
State Requirements	20
Students, Classification of	13
Students in College	128-145
Students, Procedure of	24
Subjects, Dropped	21
Summary of Enrollment	145
Summer Session	10
Transfers with Advanced Standing	17
Unit Defined	20
Units, Graduation	20
Withdrawals	21

THE LIBRARY OF THE

DEC 3 - 1923

UNIVERSITY OF ILLINOIS









s H  
31

# Santa Barbara State Teachers College

Santa Barbara, California

---

## Circular of Information and Announcement of Courses 1930-31



CALIFORNIA STATE PRINTING OFFICE  
SACRAMENTO, 1930





# Santa Barbara State Teachers College

Santa Barbara, California

---

## Circular of Information and Announcement of Courses 1930-31





VIEW OF INTERIOR COURT, MAIN BUILDING

## CALENDAR FOR 1930-1931

### SUMMER SESSION

June 30, Monday -----Session Opens  
August 8, Friday -----Session Closes

### FIRST SEMESTER

September 11, Thursday.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

Entering freshmen should be present for preliminary consultation with the Deans concerning living quarters, board, work, or other matters, which must be attended to before the rush of registration.

September 12, Friday.

Appointments for entering freshmen:

9 a.m. Consultation with the Deans.

10 a.m. to 12 m. College aptitude test in the auditorium.

1 to 4 p.m. Consultation with department heads in the library.

Registration and medical examination.

September 13, Saturday.

Appointments for entering freshmen:

9 a.m. Registration.

10 a.m. to 12 m. Subject A (English Composition) examination in the auditorium.

1 to 4 p.m. Consultation with department heads, registration, and medical examinations.

Appointments for student teachers:

9 a.m. to 12 m. Conference of student teachers with supervisors.

September 15, Monday.

Registration of all returning students. A fee of \$2 is charged for late registration. (No student may register later than Saturday noon, September 27.)

September 16, Tuesday.

Instruction begins in all departments.

November 27 to November 30 -----Thanksgiving vacation

December 20 to January 4 -----Christmas vacation

January 30, 1931 -----First semester closes

## SECOND SEMESTER

January 31, 1931, Saturday.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

10 a.m. to 12 m. Subject A (English Composition) examination in the auditorium.

February 2, Monday.

Registration of all students. (A fee of \$2 is charged for late registration. No student may register later than Saturday noon, February 14.)

February 3, Tuesday.

Instruction begins in all departments.

March 28 to April 5-----Easter vacation

June 12, Friday-----Second semester closes

## OFFICIAL DIRECTORY

---

### SANTA BARBARA STATE TEACHERS COLLEGE

Administered Through

### DIVISION OF NORMAL AND SPECIAL SCHOOLS

of the

### STATE DEPARTMENT OF EDUCATION

VIERLING KERSEY, Superintendent of Public Instruction-----  
-----Ex Officio Director of Education  
SAM H. COHN-----Deputy Director of Education

#### State Board of Education

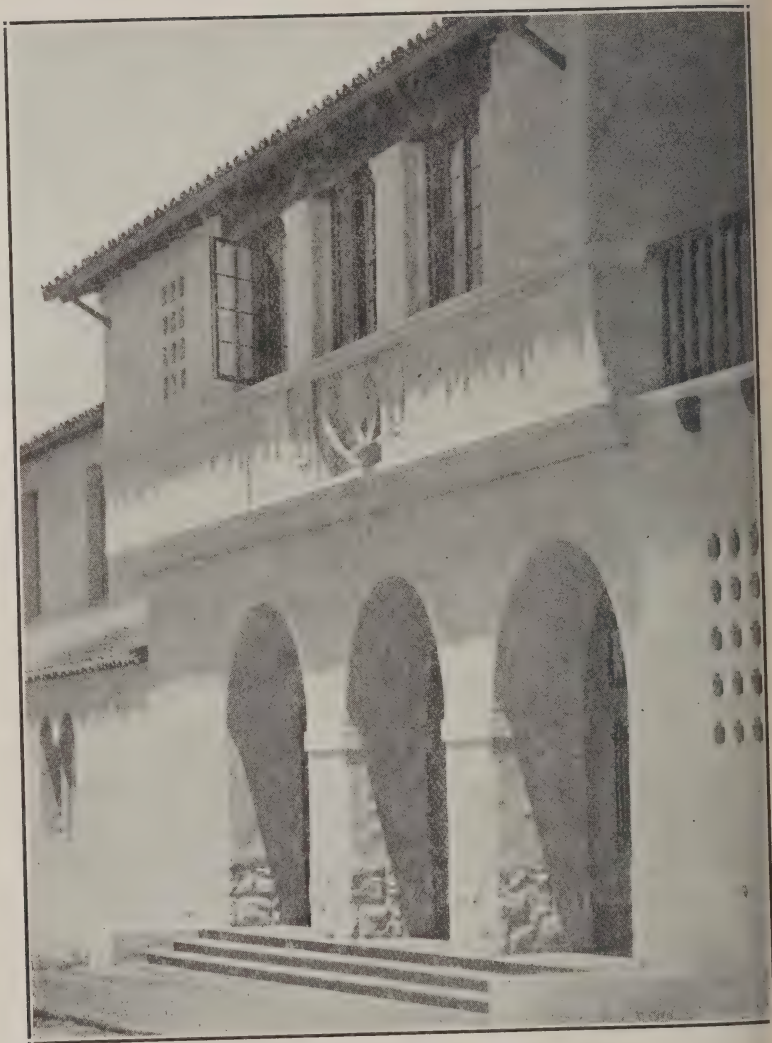
C. L. McLANE, *President*

E. P. CLARKE	GORDON GRAY
ALLEN T. ARCHER	MRS. AMY S. STEINHART
MRS. IRENE HEINEMAN	CHARLES ALBERT ADAMS
MRS. DAISIE L. SHORT	MRS. MINNIE B. BRADFORD
MRS. MARY ROBERTS COOLIDGE	

#### Officers of Administration

CLARENCE L. PHELPS-----	President
CHARLES L. JACOBS-----	Dean of Upper Division
WILLIAM ASHWORTH-----	Dean of Lower Division, Dean of Men
MILDRED C. PYLE-----	Dean of Women
JANE CUSHING MILLER-----	Registrar
WILMA ELIZABETH LOWSLEY-----	Financial Secretary
KATHERINE FAIRCHILD BALL-----	Librarian
IRENE W. CLOW-----	Secretary to the President





ENTRANCE TO ADMINISTRATION BUILDING

## FACULTY 1928-29

- Clarence L. Phelps, B.A., M.A. (Stanford); additional graduate work at Stanford-----*President*
- Ednah Rich Morse-----*President Emeritus*
- Mary Margaret Ambrose, B.A. (California)\_(Part time) *Public Speaking*
- William Ashworth, B.A. (Dartmouth); M.A. (Stanford); additional graduate work at University of California and Stanford-----*Dean of Lower Division; Dean of Men; Head of English Department*
- \*Katherine Fairchild Ball, B.A. (Pomona); certificate University of Pittsburgh; graduate Los Angeles Library School-----*Librarian*
- Helen M. Barnett, University of Chicago; Santa Barbara State Teachers College, certificate; University of California, B.A.; graduate work at Stanford; special work in voice production with MacBurney Studios, Chicago; John Smallman, Los Angeles; William Shakespeare, London-----*Director of Music*
- Elizabeth Bishop, B.S. (Teachers College, Columbia); M.A. (University of California); additional graduate work at University of California, Psychology-----*Director of Research Education*
- Alice V. Bradley, B.S. (Wisconsin); additional graduate work University of Chicago and University of California-----*Home Economics*
- Harold Whitman Bradley, B.A., M.A. (Pomona); additional graduate work at Stanford-----*History*
- Margaret M. Burke, B.A. (Pomona College)-----*Assistant Supervisor College Elementary School*
- Austine I. Camp, Wellesley College-----*(Part time) Weaving*
- Lewis C. Carson, B.A. (Universities of Michigan and Harvard); M.A. (Universities of Michigan and Harvard); Ph.D. (Harvard) -----*Geography and Philosophy*
- Edith O. Churchill, B.A. (Santa Barbara State Teachers College)-----*(Part time) Cafeteria*
- Florence L. Clark, B.A. (Pomona); State Teachers College, Santa Barbara; M.A. (Columbia)-----*Home Economics*
- Mary E. T. Crowell, Pratt Institute; portrait study with John M. Clawson; sculpture with Herbert Adam; design with Arthur W. Dow -----*Head of Art Department*
- Harold McDonald Davis, B.S. (University of Illinois); M.A. (Stanford) -----*Head of Physical Education Department*
- Ruth M. Doolittle, Chouinard School of Art, Design and with Rudolph Schaffer; B.A. (Santa Barbara State Teachers College); graduate work at Stanford-----*(Part time) Art*
- Charlotte P. Ebbets, graduate Pratt Institute; special work, Teachers College, Columbia; Harvard Extension-----*Head of Home Economics Department*
- William H. Ellison, B.A. (Randolph-Macon); M.A., Ph.D. (California) -----*Head of Social Science Department*
- Emanuel E. Ericson, B.S. (The Stout Institute); additional work University of California; practical experience in cabinet making, building construction, and drafting; editorial work Industrial Education Magazine-----*Head of Department of Industrial Education*

\* On leave second semester.

- Isabel Morton Fish, Graduate School of Museum of Fine Arts, Boston; graduate Evening School of Drawing, Boston-----  
----- (Part time) *Art*
- Winifred M. Frye, B.S. (Milwaukee-Downer); additional work University of Chicago; Columbia Commonwealth Art Colony-----  
----- *Home Economics; In Charge of Household Art*
- Kenneth Goebel, B.A. (Iowa)----- (Part time) *English*
- Fred L. Griffin, graduate Mechanics Institute, Rochester; B.A. (Santa Barbara State Teachers College); additional work Syracuse University and Montana State College; practical experience Franklin Automobile Factories; engineering department Duluth Shipyards----- *Woodwork; Sheet Metal*
- Winifred Weage Hodgins, B.S. (Washington), M.A. (Columbia)-----  
----- *Physical Education*
- Charles L. Jacobs, B.A. (Columbia); M.A. (Stanford); Ph.D. (Columbia)-----  
----- *Dean of Upper Division; Head of Education Department*
- Roy Lawhorne, Commercial Artist----- (Part time) *Art*
- Clifford E. Leedy, B.Mus. (University of Southern California)-----  
----- (Part time) *Music*
- Edith M. Leonard, B.E. (Chicago Academy and National Kindergarten and Elementary College, Chicago); additional work at University of California and Pomona College-----  
----- *Supervisor College Elementary School*
- Florence W. Lyans, Pratt Institute; University of Chicago School of Fine and Applied Arts; B.A. State Teachers College, Santa Barbara; (Part time) College Elementary School-----  
----- *Freehand Drawing; Industrial Education Department*
- Calvin McCray, B.A. (University of Southern California)-----  
----- (Part time) *Scouting*
- Edward L. Markthaler, M.D. (Columbia)----- *Health Education*
- Nettie Augusta Maurer, B.S. (Teachers College, Columbia); M.A. (University of California)----- *Supervisor College Elementary School*
- William Clarence Maxwell, B.A., M.A. (Stanford); Ph.D. (University of Washington)----- *English*
- Jane Cushing Miller, Wittenberg College----- *Registrar*
- William W. Peters, B.A., M.A. (Knox); M.S. (Illinois); additional graduate work in Electrical Engineering at Illinois and in Physics at University of California-----  
----- *Physics; Mathematics; Electricity*
- Agnes G. Plate, B.A., M.A. (Stanford)----- *Physiology*
- Elsie A. Pond, B.A., M.A. (Stanford); additional graduate work at University of Colorado----- *Supervisor College Junior High School*
- Laura Specht Price, B.A. (University of Minnesota); M.A. (Stanford)----- *Education; Director of Elementary Teacher Training*
- Mildred C. Pyle, B.A. (Western College, Oxford, Ohio); M.A. (University of California); additional work at Columbia-----  
----- *Dean of Women; Social Science*
- Eda Ramelli, B.A. (California); M.A. (Stanford); two years foreign study----- *Modern Languages*
- William L. Rust, trained in Engineering, Birmingham, England, and Dunkerque, France; practical experience as Chief Engineer;

proprietor, machine shop and commercial garage; master mechanic and engineer, Loughhead Aircraft Company (Santa Barbara)

-----*Automotive Theory and Repair; Machine Shop; Electricity*

Wilbur A. Selle, B.A. (Occidental); M.A. (Stanford); Ph.D. (Stanford); government research in Biology; medical research at Potter Clinic, Santa Barbara-----*Science (Leave of Absence)*

Hazel W. Severy, B.A., M.A. (Stanford); D.Sc.O. (College of Osteopathic Physicians and Surgeons); research work-----

-----*Head of Science Department*

Roy L. Soules, B.A. (State Teachers College, Santa Barbara)-----

-----*(Part time) Supervision of Practice Teaching; Industrial Education Department*

Leon Trimble, B.A. (Illinois)-----*(Part time) Physical Education*

Gladys Van Fossen, B.A. (University of Minnesota); additional work at Columbia and University of Iowa-----

-----*Physical Education for Women*

Earl Fiske Walker, B.A. (Nebraska Wesleyan University); Ph.G. (Nebraska University); M.A. (Nebraska University); additional graduate work at Chicago University and Stanford-----*Science*

\*Elizabeth Wanzer B. A. (Smith); additional work University of California; graduate Carnegie Library School-----*Librarian*

Harrington Wells, B.A., N.A. (Stanford)-----*Science*

Schurer O. Werner, B. A. (State Teachers College, Santa Barbara); practical experience in Architectural Drawing and Building Construction-----*(Part time) Architectural Drawing; Carpentry*

Robert Wormser, B.A. (Harvard); additional work at Stanford---

-----*Supervisor College Junior High School*

### Assistants

Catherine Horsey-----*Assistant in English*

Gertrude H. Hovey-----*Assistant in Physical Education (Scouting)*

Wilhelmina Menken-----*Assistant in Registrar's office*

\* Second semester only.



## GENERAL INFORMATION

---

### HISTORICAL

This institution was founded by legislative enactment in 1909, under the name of the Santa Barbara State Normal School of Manual Arts and Home Economics. Its first sessions were held in the Blake Memorial Building of the public schools of the city. Later, the present commanding site was secured. The first buildings were completed and occupied in 1913.

Within the next six years three other buildings had been completed, and the Departments of Art, Physical Education, and Music had been added. In 1919 the legislature added the General Professional Department and changed the name of the institution to The Santa Barbara State Normal School. Again, in 1921, by legislative enactment the institution changed its name to The State Teachers College of Santa Barbara and secured the right to develop courses leading to the B.A. degree upon approval by the State Board of Education.

The college is a member of the American Association of Teachers Colleges.

### LOCATION

Santa Barbara is a most delightful city of more than 40,000 population. It has one of the most attractive natural settings in the country, and the combination of its scenic beauty and its delightful climate attracts visitors and homeseekers from all parts of the world. It is essentially a city of homes and has a superior type of citizenship, all of which taken together makes it an admirable place in every way for the location of an institution for the training of teachers.

The college is built on a tract of land containing sixteen acres, located on Mission Ridge within the city limits. It overlooks the entire city and commands a view of the Santa Barbara Channel and the islands beyond it. Goleta Valley, with the Pacific Ocean in the distance, spreads out in another direction, while high mountains rising up impressively almost from the campus itself complete the grandeur of the picture which annually delights the thousands of people who come to view it.

### CLIMATE

There is no more equable climate in all California than in Santa Barbara. Intense cold is unknown, excessive heat is rare, and the variation of temperature the year around is moderate in a degree no less wonderful. This fortunate condition is mainly the result of natural environment. Invariably an ocean breeze tempers the summer heat, and the mountains almost encircling the city break the force of the trade winds while the islands in the channel protect the mainland from the rough winds of the outer ocean.

Official records show that the difference between the mean temperature of summer and winter is only twelve degrees at any one given hour of the day and night. The hottest hours of summer rarely exceed ninety degrees

and the coldest nights seldom register a temperature below thirty-two degrees. There are on an average two hundred and forty clear days during the year and of the remaining, sixty are wholly cloudy, and sixty-five partially so.

### BUILDINGS

The new administration building, which has been occupied since January, 1928, in addition to furnishing commodious and convenient administrative offices, includes an auditorium and the new library. The former main building has been remodelled and re-equipped and is used wholly for classroom and laboratory work. Two buildings are used for shop and laboratory work in Industrial Education, the upper containing shops for woodwork, sheet metal, wood finishing, machine shop, forging and welding, foundry and automobile repair; the lower containing rooms for drawing, electricity, printing, automotive laboratory, and a general shop for practice teaching. The college elementary school is housed in three recently constructed frame buildings. A well-equipped gymnasium building serves the physical education interests of the school. The new Home Economics building, made possible through an appropriation made by the legislature of 1927, has been completed. This building contains modern facilities and equipment for carrying on Home Economics training under the best conditions and by the most approved methods. It also contains dining and social facilities of the most modern type, consisting of three dining rooms and two roof gardens. Meals are served three times a day on an approximate cost basis. A coffee shop with a lunch counter is open throughout the entire school day.

### LIBRARY

The library is a collection of more than 18,000 carefully selected books and pamphlets. It consists of well-balanced professional, technical, literary, and reference material, which meets the fundamental requirements in all departments. The "Lincoln Library," which is being provided by a friend of the college, and which occupies a room set apart for it in the new library, now has some fifteen hundred volumes of carefully chosen books. Other additions to the library, both by gift and purchase, are being made as rapidly as possible.

Carefully selected current periodicals furnish material for the various departments and stimulating reading for the cultural progress of both students and faculty.

### LECTURES

The college has a lecture foundation which is administered jointly with the Santa Barbara Museum of Natural History. Under this arrangement lectures of scientific value and general interest are provided at frequent intervals. These lectures are open to students free of charge.

### THE COLLEGE ELEMENTARY AND JUNIOR HIGH SCHOOL

The Elementary and Junior High School, located on the campus, is under the direction of the College Department of Education. Here competent supervisors direct the senior student-teaching in the first nine grades.



The school aims to be practical and progressive in its attempt to arouse, guide, and interpret purposeful, self-directed activity on the part of the children. This school procedure functions in the life of the child outside of the school environment as efficiently as within it, and can be carried over into other schools by the graduates of the college.

## SHOPS AND LABORATORIES

The college has the following shops and laboratories:

**Machine Shop**—Equipped with lathes, milling machines, drills, grinders, planers, hack saws, and all other necessary small tools.

**Drafting Room**—Equipped for 18 students, with individual drafting tables, drawing boards, lockers, blueprint facilities, etc.

**Forge Shop and Foundry**—Equipped with various types of forges, a hardening and tempering furnace, a power hammer, a full assortment of hand tools, complete oxy-acetylene welding equipment, and a small cupola with equipment for aluminum casting.

**Automobile Shops**—Two shops completely equipped with demonstration machines and engines, overhead cranes, air compressor, and a full supply of tools for the study and repair of gasoline cars and trucks. There is also an equipment for the study of auto electrics.

**Sheet Metal and Art Metal**—Equipped with stakes, hammers, drills, cutters, brakes, and soldering furnaces. Complete equipment for course in art metal and jewelry.

**Woodworking**—Complete and varied equipment; power lathes, jointer, grinders, planers, saws, etc. Complete facilities for staining, polishing, and finishing in separate room.

**General Shop**—A shop designed for giving practice teaching in industrial education, in several kinds of shop work taken by the students of the college elementary and junior high school.

**Electric Shop**—A special shop in the new shop building with equipment for practical work in electrical construction.

**Printing**—Two power presses, a full complement of type of several styles, paper cutter, stands, and binding equipment.

**Cooking and Dietetics Demonstration**—These laboratories, four in number, are fitted with the latest equipment and devices for carrying on scientific training. The desks in the three cooking laboratories are built according to the unit plan, with oven heat control for each stove. In the laboratory designed for practice teaching the desks are built to a height to accommodate the children. Electric range and electric labor-saving devices are installed to afford a wider experience in promoting more effective work. A specially designed counter with gas and electric connections is built into the laboratory used for Food Demonstration work and experimental cookery.

**Laundry**—A laundry with stationary tubs, several varieties of patent washers, patent ironers, wall ironing boards and an electrically heated closet for drying clothes.

**Miscellaneous**—A large room designed to fit the needs for home nursing, table service and lecture work. Spacious pantries and closets for storage of equipment. Rest rooms for faculty and students.

**Clothing and Textile**—Laboratories in the new Home Economics building are beautiful and spacious. They are well lighted and thoroughly furnished with new equipment. The colonial textile room has a large fireplace with early American appointments. The room itself is patterned after Capen House (1693). Its beamed ceiling and furnishings of spinning wheels and chairs of early period give an atmosphere conducive to the study of textiles and early American mode of living.

**Science**—Two main laboratories equipped for work in inorganic, organic, physiological, food, and textile chemistry; for industrial chemistry for men; and for biology, physiological botany, bacteriology, and physiology. Facilities for special experimentation and research work in problems of sanitation and health. Physics laboratory equipped for college courses.

**Weaving**—A collection of the latest type of two-harness and four-harness looms of the Swedish pattern. A number of Barbour looms adapted for the purpose of making linen scrim weaves, silk scarfs and bags. A pergola adjoining the main weaving rooms is fitted with stationary tubs and all necessary utensils for the dyeing of materials used in the weaving courses.

**Pottery**—A complete equipment, including a kiln.

## STUDENT ACTIVITIES

The student body has charge of general matters that pertain to student activities. These activities have two phases, one of which relates to the welfare and happiness of the students themselves, and the other to cooperation with the faculty in the maintenance of the standards and reputation of the school.

All social affairs are administered by a student committee in cooperation with a faculty committee of which the Dean of Women is chairman. Similar committees are in charge of debating, dramatics, public entertainments, etc. Matters pertaining to finance and government are supervised by the president's office either directly or through an appointed representative from the faculty.

Athletics of all kinds for both men and women are encouraged to the extent commensurate with all-round physical development and good academic work. Trained coaches are in charge of all athletic activities.

Several other student organizations have specific aims which will be suggested by the following list:

Associated Women Students; Men's Club; Home Economics Association; Industrial Education Club; Outing (hiking) Club; Student Forum—Literary, Debating, Dramatics; Athletic Association; Alumni Association; Orchestra, Glee Club, Social Science Club, etc.

With the assistance of the organizations, the sympathetic cooperation of the faculty, and the wide opportunities afforded by such a city as Santa Barbara, it is hoped that the student may find all that contributes to a normal, healthy, and joyous life, at the same time that he successfully pursues his studies in his chosen field.

## THE ALUMNI

The Alumni organization is an important factor in the life of the school. Upon graduation, students become eligible to membership. The dues are one dollar per year. Information is collected from all members each year through the questionnaire of the Appointment Secretary. Many new positions are secured for members by this means, and the school is kept fully informed of the activities of its graduates. Alumni reunions are held at intervals in Santa Barbara, and also in such centers as San Francisco, Los Angeles, Sacramento, Stockton, and Bakersfield.

## FINANCIAL ASSISTANCE TO STUDENTS

The college is able to aid deserving students in at least three ways:

(1) By securing work for those who need to earn a part of their expenses.

Work can usually be secured but students coming to the college for the first time should, if possible, have sufficient resources to maintain themselves for an initial period while looking for work. Positions for women in private homes where they can earn board and room are always available. It is often possible to secure other positions, including secretarial work, clerking, tutoring, caring for children, etc. (It will be advisable to communicate with the Deans with reference to the opportunity for employment before arrival.)

(2) By arranging loans of money.

There are two funds from which loans may be secured: (a) The Ednah Rich Fund, established by the founder of the college. This fund is to be used for small emergency loans to students to meet unexpected expenses. These loans do not usually exceed thirty dollars. No interest is charged and they are usually for short time loans. Applications for such loans should be made to the Deans. (b) The Santa Barbara Student Loan Fund is available to deserving students for larger loans. A very low rate of interest is charged and the student is expected to repay after he has completed his training and is earning. Applications for these loans should be made to the president of the college. In the case of both work and loans, students with advanced standing are favored, although to date it has not been necessary to refuse a loan on account of lack of funds.

(3) By providing hospital fund insurance.

The payment of a nominal fee assures the student of hospital care during illness, without cost up to certain limits, and at reduced costs for additional time.

## LIVING ARRANGEMENTS

Living arrangements for students whose homes are not in Santa Barbara are made through the offices of the Deans. Board and room for students can be secured in private homes at rates ranging, according to type of accommodations, from \$40 to \$45 per month for two meals on college days and three on Saturdays and Sundays. Three meals a day are furnished approximately at cost by the college. Apartments and housekeeping rooms can be secured at varying rates. By sharing apartments, living accommodations can be secured at a minimum cost of \$10 per student. The average cost for running expenses (including light,

heat, and food), per student, ranges from \$20 per month up. Women students desiring to arrange housekeeping in groups, consult with the office of the Dean of Women and secure a responsible person to act as supervisor of the group.

Suitable opportunities can usually be found for those who desire to be self-supporting while in college. Many women students find it desirable to assist with housework in private homes in exchange for board and room. Especial care is taken to make these situations pleasant.

Pending permanent location of women students the Santa Barbara Recreation Center will furnish inexpensive accommodations if desired.

### PHYSICAL EDUCATION

The requirements are specified in the detailed statement of each course. As nearly as possible all types of activity are provided for each student during his stay in college. Unit requirements are not lessened by sport participation except as provided for by the course requirement.

Sport seasons include such as baseball, basket ball, football, track, volley ball, tennis, etc. Contests for men with other colleges and intramural contests for both men and women are features of the year's activities.

All students are expected to register with the Physical Education Department upon their entrance to the college. A medical examination is required of all students as an entrance requirement. The college arranges for such an examination at a minimum cost to the student.

In addition to furnishing activity courses for all students in the college, the Physical Education Department offers major and minor work in physical education for students who expect to make this field their life work.

The college is in the process of acquiring an excellent athletic field in Mission Canyon, one-half mile from the campus. The site was originally purchased by friends of the institution and held pending action of the 1929 legislature. In the meantime the sum of \$13,000 was expended from private funds in temporary improvements. With money available from the state the permanent developments will be made within a short time. The college is thus assured of one of the best athletic fields in southern California.

### SOCIAL AND RECREATIONAL ACTIVITIES

There are attractive opportunities for social and recreational activities. At the college there are three chief social agencies: the student body as a whole, the Associated Women Students, and the Men's Club. The faculty also at various times sponsor social events and open their homes to those who attend the college. Among the most enjoyed social activities are trips to the Channel Islands and the various beaches, dancing, stunt parties, automobile sight-seeing trips, bathing, and hiking. During the year plays are given at intervals. The Community Arts Association offers numerous entertainments in drama and music, with productions and concerts regularly each month.

The scenic beauties of Santa Barbara are unique. The mild climate with its continuous good weather attracts distinguished people who have made this their home and through cooperation have developed a com-



munity spirit which is already internationally known. There is a flourishing artists' colony and a writers' club, both of which are active in sponsoring the native folklore together with all else which is best in literature and art.

Thus the location of the college is in every way ideal, and, united with high college standards, offers inducements rarely found in such happy combination.

### APPOINTMENT BUREAU

The college maintains an appointment bureau for the mutual service of its graduates and boards of trustees desiring to fill teaching positions. There is no fee for the service rendered, except that students wishing to avail themselves of the advice and help of the bureau are expected to join an alumni association, for which a fee of \$1.00 is charged. There is no guarantee that positions will be secured, but since no difficulty has been experienced in placing our graduates, a candidate can feel confident of securing a satisfactory position.

The same interest is taken in graduates in service as in those just completing the work of the college. A question blank is sent out each year asking for information concerning the work and prospects of graduates. From the returns the bureau is able to be of service in securing promotions for progressive graduates, a matter quite as important as securing the first position. All candidates are expected to reimburse the bureau for telephone messages and telegrams found necessary by the Appointment Secretary when making efforts in their behalf.

### SUMMER SESSION

The summer climate of Santa Barbara is delightful, and the summer session offers, in addition to the main consideration of educational courses of the highest grade, all of the advantages of a vacation at the seaside or in the mountains. A session is held each year, beginning about two weeks after the close of the regular session. This session is especially designed for the needs of teachers in service, and suggestions are welcomed as to how it can better serve this end.

### FEEES

\$1.50 for regular semester registration.

\$2 for late registration.

\$1 a unit for each course carrying laboratory work.

\$2 each semester for library maintenance.

\$1 incidental fee.

\$15 for summer session.

\$1 summer session for library maintenance.

A diploma fee (upon graduation) to cover the actual cost of diploma.

\$1 for additional transcript of record after the first has been issued.

\$10 student body fee each semester, as provided by the student body constitution. Payment of this fee entitles the student to entrance to all regular athletic contests, and also to a subscription to the college weekly, *The Eagle*. Payment of this fee in two semesters of any year entitles the student to a copy of the college annual, *La Cumbre*. This fee is collected by the student body treasurer each semester.

## STANDARDS AND REGULATIONS

---

### ADMISSION REQUIREMENTS

#### I. General qualifications.

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the state without restriction.

#### II. Alternate qualifications.

a. Graduates of accredited public secondary schools of California, graduates of other secondary schools of California and graduates of schools of secondary grade of other states recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:

(1) Clear Admission: High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven, and twelve.)

(2) Provisional Admission: High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimations and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests, and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students. At the close of the first semester in residence a complete re-evaluation of the credentials and records of all such students shall be made. Students shall then be granted clear admission, dropped from the college, or for sufficient reason continued as provisional students.

b. Teachers holding valid credentials to teach in any county of the state may be admitted for further study. Such students may become candidates for a degree, only when entrance deficiencies have been duly satisfied, as determined by the faculty of the college.

c. Persons over twenty-one years of age may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the college.



### III. Transfers with advanced standing.

a. Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such undergraduate standing as may be determined by the faculty of the college.

b. Credits earned by applicants for admission who transfer from junior colleges will be accepted at the State Teachers Colleges for degrees and credentials upon the following basis:

(1) Not more than sixty-four credits of lower division standing may be offered.

(2) No credits for professional courses in education may be offered.

Records of high school work should be presented on blanks which may be secured from the registrar's office at the college. Fully qualified students should fill out the "Clear Admission" blank. Students who do not meet the full requirements should use the "Provisional Admission" blank.

For advanced standing candidates should present full official transcripts of record for all work they wish to present for evaluation. Such transcripts must be either the originals or copies attested by a notary, and must contain the following information:

1. Names of subjects.
2. Units.
3. Hours per week.
4. Number of weeks.
5. Length of "hour" in minutes.
6. Grade.
7. Key to grading system used when grade was assigned.

### Examinations at entrance.

All entering students carrying six or more units of work must take the English A examination, the college aptitude test, and a medical examination. A small fee is charged for each of these examinations. Notice that these examinations are given on the first days of registration and that they form an important part of the registration.

Applications for entrance, accompanied by all necessary information, should be in the hands of the credentials committee by July 15th for the fall semester and by November 15th for the spring semester.

### CLASSIFICATION OF STUDENTS

All students are either **regular** or **provisional**. These terms refer to status in the institution, not to programs.

All students entering without advanced standing are, for the first two years, in the Lower Division. Students who, at the time of entry have determined upon their Upper Division major, may affiliate at entrance directly with that department and have their study cards signed by the head of the department in which they choose to register. The degree-granting departments are the Home Economics, Industrial Education, Art, Elementary Education, Junior High School Education, Social Science (History), English, and Physical Education. It is advantageous but not necessary to choose one of these departments at the time of entry.

Students who do not choose one of these major fields at time of entry, remain "Lower Division Unclassified" pending such choice. In this case, their study cards are signed by the Dean of the Lower Division.

**Regular students** are defined as students who can fulfill the entrance requirements for "Clear Admission." They are eligible to candidacy for any degree or certificate issued by the college.

**Provisional students** are defined as students who can not fulfill regular college entrance requirements. They are not eligible to candidacy for degrees or regular certificates.

**Provisional students** may attain regular status by earning of as many grade points as units while carrying a program of 12 units or better during either semester of their first year in college. Such students will not be accepted in transfer by the University of California until they have earned 60 units of credit.

Application for change from provisional to regular status must be made to the credentials committee by petition.

### ADVANCED STANDING

Credit for work taken in other institutions of collegiate grade may be allowed:

1. By transcript of record from approved institutions. (See paragraph on requirements for entrance.)
2. In exceptional cases, by examination. Such cases must have the approval of the head of the department, the instructor concerned, and the credentials committee.
3. In exceptional cases, for experience satisfactory to the department concerned. In no case does credit for experience apply to degree courses except that a maximum of eight units may be applied after examination in lieu of practice teaching. No candidate for a degree in Elementary or Junior High School Education may be graduated without completing satisfactorily a minimum of 2 units of supervised teaching in this institution.
4. No student shall be graduated from any of the degree granting curricula on less than 24 units of work done in residence.

Further information concerning advanced standing may be obtained from the chairman of the credentials committee.

### SCHOLARSHIP AFTER ENTRANCE

Scholarship after entrance is rated on a five point scale as follows:

- A—Superior=1.
- B—Good=2.
- C—Average=3.
- D—Poor, but passing=4.
- F—Failure=5.

#### **Grade points.**

The quality of a student's work is further expressed in grade points. A gives three grade points per unit; a B gives two grade points per

unit; a C gives one grade point per unit; a D has no grade point value, and one grade point is deducted for every unit which has the grade F. No student will be graduated whose total grade points do not equal his total units. Standard work is obtaining 16 units with as many grade points per semester. This standard applies to each semester and also as an average standard to be maintained on the entire record of the student. For work marked "Incomplete," "Failed," or "Withdrawn," the student receives neither units nor grade points.

### **III. The count.**

When it is desirable to consider both quantity and quality of work done by the student, as in figuring for probation and dismissal, the count is used.

The count is defined to be the sum of the grade points and the units made by the student.

### **IV. Definition of a unit.**

A semester unit is defined as a course requiring one full period of class work per week with two hours of outside preparation, or if a laboratory subject, three full periods a week taken for not less than eighteen weeks. In physical education, three laboratory hours equal one hour of prepared recitation.

### **V. Units for graduation.**

The number of units required for a degree or for a teaching certificate is 124.

A student must complete 29 units for Sophomore standing, 59 for Junior standing, and 89 for Senior standing.

### **VI. General provisions concerning scholarship.**

1. A student who at the middle of any semester has unsatisfactory grades (D's or F's) in more than fifty per cent of the units originally scheduled on his program card when filed shall be interviewed by the Deans.

2. No person shall be graduated who has not made as many grade points as he has units (an average of "C").

3. No person is admitted to work in supervised teaching whose total average in the institution is below a "C" (that is, whose total grade points are less than his total units). Any person already admitted to teaching whose total average shall fall below "C" is barred from teaching until the "C" average is reestablished.

4. All transcripts of record issued to students who have not attained a graduating average, and those issued to provisional students who have not achieved regular status bear the stamp "On account of low grades not recommended for transfer."

5. Failure in any course requires repetition of that course the first time it is offered.

6. A student who fails in the first semester of a course may not take the second semester except upon special recommendation of the instructor. If such a student is allowed to enter a course the second semester and

reported as unsatisfactory at mid-semester he is thereby automatically dropped from the course.

7. Students receiving incompletes or conditions may take the second semester before making up the incompletes **if the instructor approves**. Incompletes not made up within a year become failures.

9. Incompletes must be removed or definitely arranged for by the beginning of the last semester of the senior year.

#### **VII. Probation and disqualification.**

1. If, at the end of any semester in college, a student fails to make 22 counts (the sum of units made and grade points), he is placed on probation. At the end of any semester, if the student fails to obtain 10 counts he is disqualified.

2. At the end of the second and any subsequent semester the student's entire record is compared with what would have been obtained had he done standard work. If seriously below standard, the result is probation; if very seriously below, disqualification.

3. Whenever a student is permitted to register for less than 12 units, proportional reduction in requirements is made.

#### **VIII. Withdrawals and dropped subjects.**

1. A student withdrawing from a class or from college for any reason should notify the Deans and follow the usual withdrawal procedure.

2. Courses dropped during the first six weeks of a semester are marked "W" or "F" depending on whether the student was doing passing or failing work at the time of withdrawal.

3. Courses dropped during the last six weeks of the semester will be marked "Inc." if of passing grade at the time of withdrawal. Otherwise they will be marked "F."

4. Courses dropped at any other time of the semester will be marked "F."

5. A student desiring to drop a subject which has once been signed for by any instructor on his semester program card, or to take up a new subject after the semester program card has been filed, must apply to the registrar for the requisite blank petition and follow the procedure thereon provided. Permission to change program will be granted only for extraordinary reasons, such as serious illness, etc.

6. A subject irregularly dropped automatically becomes a failure.

#### **X. Special requirements for elementary education and junior high school education students.**

Elementary Education and Junior High School Education students must demonstrate proficiency in penmanship, spelling, arithmetic, United States history, and geography. The required proficiency will be demonstrated by satisfactorily completing the course in such of these subjects as are included in the Elementary Education and Junior High School Education requirements, and by passing standard examinations in other branches. The standard examinations are given twice a year, once each in December and in May.

The course in Arithmetic for Teachers given in this department assumes proficiency in the fundamental operations of arithmetic. A standard examination will be given at the beginning of this course. Students who



fail will be required to bring their skill up to standard before admission to the course. A coaching class will be formed for such students when necessary, but since this work is not of college grade, the expense of the coaching must be borne by the students who take it.

## PROGRAMS

With respect to programs, both regular and provisional students are classified either as **full-time** or as **part-time** students. A full-time student is one who is carrying a program of 12 or more units; all others are classified as part-time students.

1. An average program is 16 units per semester, but a maximum of 17 units may be carried without petition and 18 by petition to credentials committee. Those students who are physically below normal are advised to take a maximum program of not more than 14 units.

2. A regular full-time student may not take less than 12 units.

3. A student with a single failure may not take more than 16 units the following semester.

4. A student placed on probation is not permitted to enroll for more than 14 units of work in addition to Physical Education activity.

5. The method of petitioning for units in excess of the normal load (17 units) is as follows:

- (a) The student secures a blank petition from the Registrar and fills it as indicated on the petition.

- (b) He has it signed by the head of his department and by either the Dean of Men or the Dean of Women.

- (c) The department head returns the petition to the Registrar, who later reports to the student the action of the Credentials Committee in the case.

Approval of excess units will be given only where the scholarship of the student indicates his ability to carry the work. Petitions of this type must be filed on or before the Monday of the second week in the semester.

6. A semester program card must be filed not later than Monday of the second week of the semester. Any change after the first week may be made only by petition.

7. For procedure in dropping a subject see VIII: Withdrawals and Dropped Subjects.

## EXAMINATIONS

1. Examination requirements for any semester course shall consist of a minimum of four examinations, each to be given within one of the regular class hours, and distributed throughout the semester at the discretion of the instructor. Irrespective of dates of the examinations, regular class work will continue through the last day of the semester.

2. A student who misses any announced examination is not entitled to special examination except upon request to the Dean of Men or the Dean of Women and the payment of \$1 to the Financial Secretary. The student will present the receipted permission slip to the instructor at the time of the special examination. The instructor signs the slip and files it with the Dean.

## EXTRACURRICULAR ACTIVITIES

### I. Public performances.

#### 1. Athletics.

Participation in intercollegiate athletic performances is controlled by the rules governing the Southern California Intercollegiate Athletic Conference, which require at the time of a contest a passing grade in 12 units for the current semester for all participants, one year's residence in the institution the students represent, and college credit for 24 units.

Freshman and varsity teams will be organized in the various sports for intercollegiate competition.

#### 2. Debates, dramatics, glee club and similar activities.

Participation in public performances requires that the student be carrying at least 12 units, and he must have made a grade of C in at least 12 units in the preceding semester, except in the case of entering students, who must be reported passing in 12 units at the time of performance.

### I. Major student offices.

The major student offices are defined to include the following:

Editorship of *La Cumbre* or *Eagle*.

President of the Student Body.

Treasurer of the Student Body.

Social Chairman of the Student Body.

President of Men's or Women's Athletic Association.

President of A. W. S.

President of Sorority or Fraternity.

To be eligible to hold any of these offices, a student must have carried during the preceding semester at least 12 units of work and have made an equivalent number of honor points.



## ORGANIZATION OF THE COLLEGE

---

### PURPOSE

"The state teachers colleges are the established institutions under the direction of the Department of Education to carry on, in part or in whole, as they may from time to time be authorized to do, any or all lines of work necessary for the training of the public school teachers of the State of California. They are also authorized to grant baccalaureate degrees." (See bulletin No. H-1 of the California State Department of Education.)

### ORGANIZATION

This college is organized on the typical Upper and Lower Division plan, and by departments. The Lower Division is primarily cultural and is fundamental to the professional preparation which takes place mainly in the Upper Division. In the Lower Division, specific requirements set up by the State Board of Education must be met. Also, such selections will be made from the Lower Division offerings as will prepare the student for his desired professional work in the Upper Division.

The Upper Division of the college is intended to extend the cultural development of students and to fulfill the requirements of professional preparation for teaching according to the standards established by the State Board of Education.

### DEFINITION OF TERMS

The Lower Division is made up of normally 64 units, including the state requirement of 35 units of background and cultural preparation for Upper Division work, together with beginnings in majors and minors, as well as some elective work.

The Upper Division is made up of 60 units of required professional courses in Education and electives. Not more than 40 units may be taken in the field of Education, and not less than 40 units of the total requirements for the Upper Division must be selected from Upper Division courses.

A minor in this institution is defined as follows:

- (a) Lower Division work of from 6 to 12 units in a given subject or field; and
- (b) Upper Division work of from 6 to 9 or 10 units additional in the same subject or field.

A major in this institution is defined as follows:

- (a) Lower Division work of not less than 12 units in a given subject or field; and
- (b) Upper Division work of from 18 to 24 units additional in the same subject or field.

\* (c) Total units not to exceed 36.

---

\* A major in a special department may have a total number of units not to exceed 50.

## PROCEDURE OF STUDENTS

This college offers students considerable latitude in the selection and arrangement of courses. On entering they will find two procedures open to them.

1. They may indicate a preference for a major found in a certain department, be registered as **Lower Division Classified** and have for their counselor the head of that department.

2. They may decline to choose a major in which case they will be registered as **Lower Division Unclassified** and have for their counselor the Dean of the Lower Division.

### Lower Division Classified

Students registered Lower Division Classified may change their choice of a major without petition merely by so indicating on their registration cards at the beginning of any semester, subject only to evaluation of their previous records in terms of the department chosen.

### Lower Division Unclassified

Students registered Lower Division Unclassified will have great freedom in arranging their courses of study. Their selections may be exploratory or they may be directed toward some definite Upper Division work, the latter, of course, being preferable. As a rule, however, any selection showing a reasonable balance will be approved by the counselor, whose advice should be freely sought. Unclassified students may choose a major at the beginning of any semester, subject only to evaluation of their previous records in terms of the department chosen.

### Lower Division Courses

The State Board of Education has prescribed the following list of requirements for Lower Division Classified students:

Lower Division; required	35 units
Social Sciences	12 units
(a) Orientation Course (not to exceed three units)	
(b) Economics	
(c) Political Science	
(d) Sociology	
(e) History	
(f) Geography	
Natural Sciences	12 units
(a) Orientation Course (not to exceed three units)	
(b) Physics	
(c) Chemistry	
(d) Astronomy	
(e) Geology	
(f) Zoology	
(g) Biology	
(h) Physiology	
(i) Botany	

3. Psychology -----	3 units
4. English -----	6 units
5. Physical Education -----	2 units

(Physical Education units on laboratory basis.)

In addition to this list beginnings must be made in a major and a minor amounting on the average to at least 18 units. These beginnings may be made by selecting from the foregoing prescriptions or from offerings from the following list:

- |                         |                              |
|-------------------------|------------------------------|
| 1. Agriculture          | 9. Industrial Arts Education |
| 2. Art                  | 10. Mathematics              |
| 3. Biological Science   | 11. Music                    |
| 4. Education            | 12. Physical Education       |
| 5. Commercial Education | 13. Physical Science         |
| 6. English              | 14. Psychology               |
| 7. Foreign Languages    | 15. Philosophy               |
| 8. Home Economics       | 16. Social Science           |

**Lower Division Classified** students may choose a major leading to the A.B. degree from any of the following fields:

**A. With a Credential** authorizing the holder to teach.

- \*1. The kindergarten-primary curriculum—authorized 1923.
- 2. Elementary curriculum—authorized 1923.
- 3. Junior High curriculum—1929.
- 4. Home Economics—authorized 1923.
- 5. Industrial Education—authorized 1923.
- 6. Art Education—authorized 1926.
- 7. Physical Education—authorized 1929.

**B. Without a Credential**—Pre-secondary.

- 1. English—authorized 1929.
- 2. History—authorized 1929.
- 3. Home Economics—authorized 1929.

**Lower Division Unclassified** students may make their selections from the courses offered without regard to limitations prescribed by the State Board of Education.

## UPPER DIVISION COURSES

A student in the Upper Division who desires to change his major will consult the Dean of the Upper Division, indicating the change he wishes to make. The Dean of the Upper Division will then confer with the head of the department in which the student is registered, and, upon their agreement as to the desirability of the transfer, may approve the change. The Credentials Committee, upon receipt of the proper blank, signed by the head of the department in which the student is registered and the Dean of the Upper Division, will evaluate the student's previous records and assign standing in the department to which he has transferred.

\*The kindergarten-primary curriculum will not be offered until the new training school building has been erected.

## **STATE AND INSTITUTIONAL REQUIREMENTS FOR DEGREE COURSES**

---

The State Board of Education requirements for degree courses in the Lower Division are minimum requirements which must be met by every department of the college. Additional requirements may be set up by the different departments as may be deemed necessary for adequate pre-professional training for the respective fields of teaching. The complete Lower Division requirements for each degree-granting department will be found under the particular department in "Outlines of Courses," with complete Upper Division requirements, both state and departmental.

### **A. REQUIRED COURSES FOR TEACHING CREDENTIALS**

#### **1. Elementary School Teachers' Course.**

a. Each candidate must complete a major in professional courses in Education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in Education.

b. Each candidate must complete two minors in teaching subjects.

#### **2. Kindergarten-Primary Teachers' Course.**

a. Each candidate must complete a major in professional courses in Education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in Education.

b. Each candidate must complete two minors in teaching subjects.

#### **3. Junior High School Teachers' Course.**

a. Each candidate must complete at least 18 units in professional courses in Education, including not less than 4 units in directed teaching.

b. Each candidate must complete a major and a minor in subjects taught in high school, or a major in Education and two minors in high school subjects.

#### **4. Pre-Secondary School Teachers' Course.**

a. Each candidate must complete at least 12 units in professional courses in Education.

b. Each candidate must complete a major and a minor in subjects or subject fields usually taught in high schools.

c. No credential is given until graduate requirements for secondary certification have been completed.

It is understood that proficiency in any part of the curricula herein provided for, when properly ascertained by the faculty of the college, shall be deemed sufficient satisfaction of the items of the curriculum covered; provided, that no student shall be graduated from any curriculum on less than 24 units of work done in residence.

A student teacher shall receive credit only for teaching done in a college training school, or as an assistant to a regularly certificated teacher who shall supervise the work, unless supervision is provided by the college.

## B. SUBJECT A: ENGLISH COMPOSITION

a. Unless otherwise stated herein, all undergraduate entrants must, at the time of their first registration at the college, take an examination known and designated as the *Examination in Subject A*. The purpose of this test is to determine the ability of such entrants to write English without gross errors in diction, grammar, punctuation, sentence-structure, and spelling.

b. The examination in Subject A will be given on the last Saturday in May of each year, and at the opening of each semester on the Saturday preceding the beginning of instruction. If the college finds it necessary so to do, a second examination for late entrants will be held not later than two weeks after the first examination in each semester. For either of the above examinations a fee of one dollar (\$1) will be charged. The results of each examination will be made public not later than the day following the same. Papers submitted in the tests will be graded as "passed" or "failed." No papers submitted by students will be returned to them, once such written tests have been handed to the college examiners. Any student who is not present at the examination in Subject A which he is required to take will be graded as failed in the examination.

c. Students who do not pass the examination in Subject A will be required to take, immediately following such failure, a course of instruction, known as *Course in Subject A*, which gives no credit of any sort toward graduation in the college, and which, furthermore, reduces the maximum program permitted the student by two (2) units.

d. Should the student again fail in the course in Subject A, he will be required to repeat the course the next semester of his college residence. The course in Subject A will be given each half year, three hours a week, for twelve weeks, beginning one week after the second examination, if such be held, otherwise, as soon after the first examination as is possible.

e. All students required to enroll in Subject A shall be charged a fee of \$10 each, and the charge shall be repeated, without deduction of any kind, each time they take the course.

f. Whenever, in the judgment of the instructor in the class in Subject A, a student shows sufficient excellence in his work, the instructor is authorized to give him a final passing grade in Subject A, to permit him to withdraw from attending the class, and to remove the subject from his study list, thereby making it possible for such student to add two (2) units of college work to his program.

g. The date before such withdrawals are allowed shall be determined by the examiners in charge of the Subject A examination. The determin-



ing of the portion of the fee, if any there be, that is returnable shall be made by proper administrative authority.

h. No student who has not passed either the examination or course in Subject A will be admitted to any state college course in English, which also includes Public Speaking, either for credit or as an auditor. No student will be admitted to Upper Division standing until he has passed either the examination or course in Subject A. No student shall be granted a bachelor's degree by such departments so authorized and empowered until he has passed either the examination or course in Subject A.

i. In grading conditions and failures the course in Subject A is governed by the same rules and regulations as are the college courses.

j. A student who has failed in an examination in Subject A may not have the privilege of taking a subsequent examination until he has met the demands of the course in Subject A. However, should the student receive a condition in the course in Subject A, he may, with the approval of his instructor, be admitted to the next succeeding examination in Subject A.

k. A student who passes Subject A is not required, but is advised to continue his training in both English Composition and Public Speaking.

l. Failure in the examination in Subject A does not prevent admission to the college.

#### **Exceptions to the above.**

a. Any student who has received a grade of 60 per cent in the College Entrance Examination Board in English 1, or in English A, or in the Comprehensive Examination in English, will receive credit for English A.

b. A student who enters the college with sixty (60) or more credits or units of advanced standing, and who has passed an examination similar to the examination in Subject A at the institution from which he came, or who has completed a course in English Composition at that institution deemed acceptable by the college examiners, will be exempt from the requirements of Subject A.

c. A student who has passed an examination in Subject A, or its equivalent given by any institution of collegiate standing that accepts the college findings in Subject A, will receive like credit for Subject A in this college.



## OUTLINES OF COURSES

The requirements for the Lower Division or for graduation in the several departments of the college differ in many details. For the convenience of all concerned, therefore, a complete statement of all requirements for completing the work will be found in the outlines for that department.

### ART

#### 1. General requirements for graduation with a major in Art:

- |  |          |
|--|----------|
| a. Units for graduation-----   | 124      |
| b. Lower Division, normally-----   | 61 units |
| Upper Division -----   | 63 units |
| c. Each candidate for graduation with a major in Art must complete a minor selected from the following fields: |          |

English	Industrial Education.
Home Economics	Music
History	Physical Education

#### 2. Lower Division: Specific requirements.

##### a. Subject A.

An examination in Subject A (English Composition) must be taken by all entrants at their first registration. Admission to courses in the English Department is postponed until students are able to pass this examination.

- |   |                       |
|---|-----------------------|
| b. English -----  | 6 units               |
| c. Education -----                                      | Not to exceed 8 units |
| d. Industrial Education-----                            | 2 units               |
| e. Physical Education -----                             | 4 units               |
| f. Psychology -----                                     | 6 units               |
| g. Natural Science -----                                | 12 units              |
| h. Social Science (including Political Science 99)----- | 12 units              |

#### 3. Upper Division: Specific requirements.

- a. 37 units of Upper Division work in Art are required.

#### 4. Major: Specific requirements.

- a. 50 units of Art are required for the major:

Art 1A—Design and Color-----	2 units
Art 2B—Elementary Freehand Drawing-----	3 units
Art 50A—Lettering -----	1 unit
Art 52A—Water Color -----	2 units
Art 57B—Basketry -----	1 unit
Art 60B—Poster -----	2 units

Art 27—Elementary Crafts .....	1 unit
Art 51B—Applied Design (Toys) .....	2 units
Art 101A—Advanced Design and Color .....	2 units
Art 107A—Stagecraft .....	2 units
Art 152A—Advanced Drawing (Charcoal) .....	2 units
Art 137B—Pottery .....	4 units
Art 111A—House Design .....	2 units
Art 121B—Costume Design .....	2 units
Art 131B—Applied Design (Textiles) .....	2 units
Art 120A-B—Art Appreciation .....	2 units
Art 113A—Interior Decoration .....	2 units
Art 162A—Landscape Painting (Oil) .....	2 units
Art 147A-B—Weaving .....	2 units
Art 157A—Leather Tooling .....	2 units
Art 187B—Art Needlework .....	2 units
Art 104B—Sculpture (modeling from cast and life) .....	2 units
Art 127B—Bookbinding .....	1 unit
Art 172B—Mural Decoration .....	2 units
Art 182B—Life Drawing (Charcoal) .....	2 units
Art 177B—Jewelry .....	2 units
Art Ed. 19A—Public School Art .....	2 units
Art Ed. 129A—Elementary Methods (Art) .....	2 units
Art Ed. 129B—Secondary Methods (Art) .....	2 units
Art Ed. 151A-B—Directed Teaching .....	5 units

#### 5. Minor: Specific requirements.

20 units of Art are required for an Art Minor.

#### 5. Art Curriculum course.

The Art Department is offering a two-unit course in Art Curriculum for general professional students who are working for the Junior high school credential.

#### 6. Supervisor's credential.

In addition to the certification for teaching Art in elementary and secondary schools, the requirements for a supervisor's credential in Art may be met by the following courses:

Art 145 Organization, Objectives, and Supervision of Instruction in Art Education .....	3 units
Art 155 Problems of Supervision in Art Education .....	3 units

A COMPLETE SUGGESTED PROGRAM FOR THE FOUR-YEAR  
DEGREE COURSE WITH A MAJOR IN ART IS AS FOLLOWS:

Lower Division

YEAR I

First Semester

Sci. 40A—Botany	4 units
P.E. 5A—Health and Physical Education	1 unit
Eng. 18A—English Composition	3 units
Psy. 1A—Psychology	3 units
Hist. 2A—History of Europe	3 units
Art 1A—Design and Color	2 units

16 units

Second Semester

P.E. 5B—Health and Physical Education	1 unit
Eng. 18B—English Composition	3 units
Psy. 1B—Psychology	3 units
Hist. 2B—History of Europe	3 units
Art. Ed. 19A—Public School Art	2 units
Art 2B—Elementary Freehand Drawing	3 units

15 units

YEAR II

First Semester

Sci. 103—Science of Dyeing	2 units
P.E. 6A—Physical Education	1 unit
Science—Biological or Physical	3 units
Art 50A—Lettering	1 unit
Art 52A—Water Color	2 units
Art 57B—Basketry	1 unit
Ind. Ed. 2—Instrumental Drawing	2 units
Social Science	3 units

15 units

Second Semester

Art 60B—Poster	2 units
Art 27—Elementary Crafts	1 unit
P.E. 6B—Physical Education	1 unit
Ed. 57—Introduction to the Study of Education	3 units
Pol. Sci. 99—American Institutions	3 units
Science—Biological or Physical	3 units
Art 51B—Applied Design (Toys)	2 units

15 units

## Upper Division

## YEAR III

## First Semester

Art Ed. 129A—Elementary Methods (Art)-----	2 units
Art 101A—Advanced Design and Color-----	2 units
Art 107A—Stagecraft -----	2 units
Art 152A—Advanced Drawing (Charcoal)-----	2 units
Ed. 175—Educational Psychology-----	3 units
Upper Division Elective-----	6 units

17 units

## Second Semester

Art Ed. 129B—Secondary Methods (Art)-----	2 units
Art 137B—Pottery -----	4 units
Art 111A—House Design -----	2 units
Art 121B—Costume Design -----	2 units
Art 131B—Applied Design (Textiles)-----	2 units
Home Economics elective or	
Ind. Ed. 3—Architectural Drawing-----	3 units

15 units

## YEAR IV

## First Semester

Art Ed. 151A—Directed Teaching-----	2 units
Art 120A—Art Appreciation -----	1 unit
Art 113A—Interior Decoration -----	2 units
Art 162A—Landscape (Oils)-----	2 units
Art 147A—B—Weaving -----	2 units
Art 157A—Leather Tooling -----	2 units
Ed. 173—Secondary Education-----	2 units
Upper Division Elective-----	3 units

16 units

## Second Semester

Art 187B—Art Needlework-----	2 units
Art 104B—Sculpture (modeling from cast and life)-----	2 units
Art 127B—Bookbinding -----	1 unit
Art 172B—Mural Decoration -----	2 units
Art 182B—Life Drawing -----	2 units
Art 120B—Art Appreciation -----	1 unit
Art 177B—Jewelry -----	2 units
Art Ed. 151B—Directed Teaching-----	3 units

15 units

## EDUCATION

### Elementary Education

#### 1. General requirements for graduation with a major in Elementary Education.

- a. Units for graduation.....124
- b. Lower Division, normally..... 64 units  
Upper Division ..... 60 units
- c. Each candidate for graduation with a major in Elementary Education must complete two minors selected from the following fields:
 

English	Art
Social Science (History)	Physical Education
Home Economics	Natural Science
Industrial Arts	Foreign Language
Music	

#### 2. Lower Division. Specific requirements.

- a. Subject A.  
An examination in Subject A (English Composition) must be taken by all entrants at their first registration. Admission to courses in the English Department is postponed until students are able to pass this examination.
- b. Eng. 18A-B—English Composition..... 6 units
- c. All students must pass an examination in Arithmetic before registration for Mathematics 10.
- d. Mathematics 10. Principles of Mathematics..... 3 units  
Students entering the college without two years of mathematics, other than Arithmetic, must take 6 units of mathematics in addition to Mathematics 10. In case of students over 21 years of age at the time of entering the institution, substitutions may be made for the above requirement upon the approval of the credentials committee.
- e. P.E. 1A-B—Health and Physical Education (Freshmen)..... 2 units  
P.E. 2A-B—Physical Education (Sophomore)..... 2 units  
(If Physical Education is selected as a minor, omit P.E. 1A-B and 2A-B and take 3A-B and 4A-B.)
- f. Psy. 1A-B—General Psychology..... 6 units
- g. Foreign Language .....10 units  
For students who failed to meet this language requirement in high school, except that in case of students over 21 years of age at the time of entering the institution, substitutions for the above requirements may be made upon approval of the credentials committee.
- h. Art 1A—Design and Color..... 2 units  
Art 19A—Public School Art..... 2 units

- i. Music I—Principles of Music----- 2 units
- j. Ind. Ed. 22—Elementary Woodwork and Finishing----- 2 units
- k. Social Science: Geography I, History 3A-B, Political Science 99, plus electives-----12 units
- l. Natural Science -----12 units  
 Science 50A-B; Physiology, plus electives. Chemistry, Physics, or Biology taken in high school count for 3 units each in meeting this requirement; although not more than half of it may be so met. Work taken in college in fulfillment of this requirement must include at least 2 units of laboratory credit.

**Upper Division. General requirements.**

- a. Not less than 40 units of the total requirements for the Upper Division must be selected from Upper Division courses.
- b. Grades.  
 The average of all the grades received in Education courses must not fall below one grade point per unit.
- c. No student shall be graduated on less than 24 units of work done in residence, 18 of which must be Upper Division.
- d. If history of the United States is not elected then Political Science 99 must be completed as well as History of the Americas.
- e. Supervised teaching requirements.

Before registration for supervised teaching, the student is required to pass tests in spelling and penmanship. If the student has no college credit in Mathematics, a test must be taken in this subject. Students are required to take these examinations on the first possible occasion after registration. Examinations are given twice a year.

Before a student may register for supervised teaching, he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should the grade average drop below C, the student may not reregister for supervised teaching until the average grade becomes satisfactory.

No student may graduate without having an average grade of one grade point per registered unit in supervised teaching.

In case the average grade for supervised teaching falls below this standard additional units beyond the total of 124 must be earned in supervised teaching to bring the average up to the requirement. Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least 2 units of supervised teaching in this institution.

**Upper Division. Specific requirements:**

- Children's Literature ----- 2 units
- Music 101 ----- 2 units
- P.E. Brief Course in Administration----- 1 unit



---

4. Major .....	30 units
a. Required courses :	
Introduction to the Study of Education.....	3 units
Elementary School Procedure.....	6 units
Public Education in California.....	2 units
Introduction to Teaching.....	2 units
Supervised Teaching .....	8 units
Growth and Development of Child.....	2 units
Educational Tests and Measurements.....	2 units
Educational Psychology .....	3 units
Educational Sociology .....	2 units
b. Not more than 40 units may be taken in education.	
5. Two Minors .....	36 units

# A SUGGESTED COURSE OF STUDY FOR ELEMENTARY EDUCATION—MAJOR STUDENTS

## I

### First Semester

Psy. 1A—General Psychology	3 units
Hist. 3A—History of the Americas	3 units
Sci. 1A—General Inorganic Chemistry, or	
Sci. 20A—General Physics, or	
Sci. 50A—Physiology	3 units
English 18A—English Composition	3 units
P.E. 1A—First and Second Grade Activities, Games, Stunts and Health Education	1 unit
Art 1A—Design and Color	2 units

15 units

### Second Semester

Psy. 1B—General Psychology	3 units
Hist. 3B—History of the Americas	3 units
Sci. 1B—General Inorganic Chemistry, or	
Sci. 20B—General Physics, or	
Sci. 50B—Physiology, or elective	3 units
English 18B—English Composition	3 units
P.E. 1B—Folk Dancing; Formalized Drill; Health Education	1 unit
Art 19A—Public School Art	2 units

15 units

## II

### First Semester

Natural Science (If Chemistry or Physics was chosen in first year, must take Physiology.)	3 units
Geog. 1—Fundamentals of Modern Geography	3 units
P.E. 2A—Athletic Activities and Games	1 unit
Sp. 1A—Elementary Spanish, or	
Fr. 1A—Elementary French	5 units
Music 1—Principles of Music	2 units
Pol. Sci. 1A—Government	3 units

17 units

### Second Semester

Math. 10—Principles of Mathematics	3 units
Sp. 1B—Elementary Spanish, or	
Fr. 1B—Elementary French	5 units
P.E. 2B—Team Games, Advanced Stunts and Dancing	1 unit
Ed. 57—Introduction to the Study of Education	3 units
Natural Science (continuing first semester course)	3 units
Music 101—Music Education	2 units

17 units

## III

## First Semester

Ed. 165A—Elementary Educational Procedure.....	3 units
Ed. 139—Public Education in California.....	2 units
Ind. Ed. 129—Industrial Art in Elementary Schools, or Elective.....	2 units
Ed. 168—Introduction to Teaching, or Elective.....	2 units
English 187J—Children's Literature.....	2 units
Ed. 177—Growth and Development of the Child.....	2 units
P.E. 103—Brief Administration Course.....	1 unit
Minor Requirements, or General Electives.....	2 units

16 units

## Second Semester

Ed. 165B—Elementary Educational Procedure.....	3 units
Ed. 136A—Educational Tests and Measurements.....	2 units
Ind. Ed. 129—Industrial Art in Elementary Schools, or Elective.....	2 units
Ed. 168—Introduction to Teaching, or Elective.....	2 units
Minor Requirements, or General Electives.....	7 units

16 units

## IV

## First Semester

Ed. 167A—Supervised Teaching.....	4 units
Ed. 175—Educational Psychology.....	3 units
Minor Requirements, or General Electives.....	7 units

14 units

## Second Semester

Ed. 167B—Supervised Teaching.....	4 units
Ed. 178—Educational Sociology.....	2 units
Minor Requirements, or General Electives.....	8 units

14 units

## JUNIOR HIGH SCHOOL

---

### 1. General requirements for graduation with a major in Junior High School Education.

- a. Units for graduation-----124
- b. Lower Division, normally----- 64 units  
Upper Division ----- 60 units
- c. Each candidate for graduation with a major in Junior High School Education must complete two minors in high school subjects. A major in Junior High School Education may select minors from the following fields:

English	Art
Social Science	Physical Education
Home Economics	Natural Science
Industrial Arts	Foreign Language
Music	

### 2. Lower Division. Specific requirements.

- a. Subject A.  
An examination in Subject A (English Composition) must be taken by all entrants at their first registration. Admission to courses in the English Department is postponed until students are able to pass this examination.
- b. English 18A-B—Composition----- 6 units
- c. Students entering college without two years of mathematics other than arithmetic, must take 6 units of college mathematics.
- d. P.E. 1A-B—Health and Physical Education (Freshman)— 2 units  
P.E. 2A-B—Physical Education (Sophomore)----- 2 units  
(If Physical Education is chosen as a minor, omit 1A-B and 2A-B and take 3A-B and 4A-B.)
- e. Psy. 1A-B—General Psychology----- 6 units
- f. Foreign Language -----10 units

Students entering the college without two years of one foreign language must complete (before they receive the baccalaureate degree) 10 units of a foreign language, except that in case of students over 21 years of age at the time of entering the institution, substitutions for the above requirements may be made upon approval of the credentials committee. Each year of a high school language will count in satisfaction of 3 units of this requirement. The satisfaction of this requirement does not reduce the total of 124 units required for graduation.

- g. Social Science.  
History 3A-B—Political Science 99, plus electives-----12 units

## h. Natural Science.

Science 50A-B—Physiology, plus electives-----12 units  
 Chemistry, Physics, or Biology taken in high school count for three  
 units each in meeting this requirement, although not more than half  
 of it may be so met. Work taken in college in fulfillment of this  
 requirement must include at least 2 units of laboratory credit.

## 3. Upper Division. General requirements.

- a. Not less than 40 units of the total requirements for the upper division must be selected from the upper division courses.
- b. Grades: The average of all the grades received in educational courses must not fall below one grade point per unit.
- c. No student shall be graduated on less than 24 units of work done in residence, 18 of which must be Upper Division.
- d. If History of United States is not elected then Political Science 99 must be completed as well as History of the Americas.

Minor Requirements, or General Electives----- 4 units

## e. Supervised teaching requirements.

Before registration for supervised teaching, the student is required to pass tests in spelling and penmanship. If the student has no college credit in Mathematics, a test must be taken in this subject. Students are required to take these examinations on the first possible occasion after registration. Examinations are given twice a year.

Before a student may register for supervised teaching, he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should the average grade drop below the standard, the student may not reregister for supervised teaching until the grade average becomes satisfactory. No student may graduate without having an average of one grade point per registered unit for all supervised teaching. In case the grade average for supervised teaching falls below this standard, additional units beyond the total of 124 must be earned in supervised teaching to bring the average up to the requirement. Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least 2 units of supervised teaching in this institution.

Upper Division: Specific Requirements.

Physical Education, brief course----- 1 unit  
 Art Appreciation ----- 2 units  
 Music Appreciation ----- 3 units

Minor Requirements, or General Electives----- 4 units

## 4. Major -----28 units

## a. Required courses:

Introduction to Study of Education----- 3 units  
 Principles of Junior High School----- 3 units  
 Junior High School Procedure----- 3 units  
 Introduction to Teaching----- 2 units

---

Supervised Teaching -----	8 units
Growth and Development of the Child-----	2 units
Educational Tests and Measurements-----	2 units
Educational Psychology -----	3 units
Educational Sociology -----	2 units

b. Not more than 40 units may be taken in Education.

5. **Two Minors** -----36 units



## A SUGGESTED COURSE OF STUDY FOR JUNIOR HIGH SCHOOL EDUCATION MAJOR STUDENTS

### I

#### First Semester

Psy. 1A—General Psychology	3 units
Hist. 3A—History of the Americas	3 units
Sci. 1A—General Inorganic Chemistry, or	
Sci. 20A—General Physics, or	
Sci. 50A—Physiology	3 units
English 18A—English Composition	3 units
P.E. 1A—First and Second Grade Activities, Games, Stunts and	
Health Education	1 unit
Minor Requirements, or General Electives	3 units
	<hr/>
	16 units

#### Second Semester

Psy. 1B—General Psychology	3 units
Hist. 3B—History of the Americas	3 units
Sci. 1B—General Inorganic Chemistry, or	
Sci. 20B—General Physics, or	
Sci. 50B—Physiology, or	
Minor Requirements, or General Electives	3 units
English 18B—English Composition	3 units
P.E. 1B—Folk Dancing; Formalized Drill; Health Education	1 unit
Minor Requirements, or General Electives	3 units
	<hr/>
	16 units

### II

#### First Semester

Natural Science	3 units
(If Chemistry or Physics was chosen in first year, must take Physiology)	
P.E. 2A—Athletic Activities and Games	1 unit
Sp. 1A—Elementary Spanish, or	
Fr. 1A—Elementary French	5 units
Pol. Sci. 99—American Institutions	3 units
Social Science	3 units
	<hr/>
	15 units

#### Second Semester

Natural Science (Continuing First Semester Course)	3 units
P.E. 2B—Team Games, Advanced Stunts and Dancing	1 unit
Sp. 1B—Elementary Spanish, or	
Fr. 1B—Elementary French	5 units
Ed. 57—Introduction to the Study of Education	3 units
Minor Requirements, or General Electives	5 units
	<hr/>
	17 units

### III

#### First Semester

Ed. 174A—Principles of Junior High School Education-----	3 units
Art 120A—Art Appreciation and History-----	1 unit
Ed. 168—Introduction to Teaching, or Elective-----	2 units
Ed. 177—Growth and Development of the Child-----	2 units
P.E. 103—Brief Course Physical Education Administration-----	1 unit
Music 2—Music Appreciation-----	3 units
Minor Requirements, or General Electives-----	4 units
	<hr/>
	16 units

#### Second Semester

Ed. 174B—Junior High School Procedure-----	3 units
Art 120B—Art Appreciation and History-----	1 unit
Ed. 136A—Educational Tests and Measurements-----	2 units
Ed. 168—Introduction to Teaching, or Elective-----	2 units
Electives -----	8 units
	<hr/>
	16 units

### IV

#### First Semester

Ed. 167A—Supervised Teaching -----	4 units
Ed. 175—Educational Psychology -----	3 units
Minor Requirements, or General Electives-----	7 units
	<hr/>
	14 units

#### Second Semester

Ed. 167B—Supervised Teaching -----	4 units
Ed. 178—Educational Sociology -----	2 units
Minor Requirements, or General Electives-----	8 units
	<hr/>
	14 units

## ELEMENTARY-JUNIOR HIGH SCHOOL EDUCATION

---

### 1. General requirements for graduation with a major in Elementary and Junior High School Education.

- a. Units for graduation-----124 units
- b. Lower Division, normally----- 64 units  
Upper Division ----- 60 units
- c. Each candidate for graduation with a major in Elementary and Junior High School Education must complete two minors selected from the following fields:
  - English
  - Social Science (History)
  - Home Economics
  - Industrial Art
  - Music
  - Art
  - Physical Education
  - Natural Science
  - Foreign Language

### 2. Lower Division. Specific requirements.

- a. Subject A.  
An examination in Subject A (English Composition) must be taken by all entrants at their first registration. Admission to courses in the English Department is postponed until students are able to pass this examination.
- b. Eng. 18A-B—English Composition ----- 6 units
- c. All students must pass an examination in Arithmetic before registration for Mathematics 10.
- d. Mathematics 10. Principles of Mathematics----- 3 units  
Students entering the college without two years of mathematics, other than arithmetic, must take 6 units of mathematics in addition to Mathematics 10. In case of students over 21 years of age at the time of entering the institution, substitutions may be made for the above requirements upon the approval of the credentials committee.
- e. P.E. 1A-B—Health and Physical Education (Freshman)-- 2 units  
P.E. 2A-B—Physical Education (Sophomore) ----- 2 units  
(If Physical Education is selected as a minor, omit P.E. 1A-B and 2A-B and take 3A-B and 4A-B).
- f. Psy. 1A—General Psychology ----- 3 units
- g. Foreign Language -----10 units  
(For students who failed to meet this language requirement in high school, except that in case of students over 21 years of age at the

time of entering the institution, substitutions for the above requirement may be made upon approval of the credentials committee.)

- h. Art 1A—Design and Color----- 2 units  
Art 19A—Public School Art----- 2 units
- i. Music 1—Principles of Music----- 2 units
- j. Ind. Ed. 22—Elementary Woodwork and Finishing----- 2 units
- k. Social Science—Geography 1, History 3A-B, Political Science 99, plus electives-----12 units
- 1. Natural Science -----12 units  
Science 50A-B; Physiology, plus electives. Chemistry, Physics, or Biology taken in high school count for 3 units each in meeting this requirement; although not more than half of it may be so met. Work taken in college in fulfillment of this requirement must include at least 2 units of laboratory credit.

### 3. Upper Division. General requirements.

- a. Not less than 40 units of the total requirements for the Upper Division must be selected from Upper Division courses.
- b. Grades. The average of all the grades received in Education courses must not fall below one grade point per unit.
- c. No student shall be graduated on less than 24 units of work done in residence, 18 of which must be Upper Division.
- d. If History of the United States is not elected then Political Science 99 must be completed as well as History of the Americas.
- e. Supervised teaching requirements.

Before registration for supervised teaching, the student is required to pass tests in spelling and penmanship. If the student has no college credit in mathematics, a test must be taken in this subject. Students are required to take these examinations on the first possible occasion after registration. Examinations are given twice a year.

Before a student may register for supervised teaching, he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should the grade average drop below C, the student may not re-register for supervised teaching until the average grade becomes satisfactory.

No student may graduate without having an average grade of one grade point per registered unit in supervised teaching.

In case the average grade for supervised teaching falls below this standard additional units beyond the total of 124 must be earned in supervised teaching to bring the average up to the requirement. Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least 2 units of supervised teaching in this institution.

Upper Division. Specific requirements :

- P.E 103—Brief Course in Administration-----1 unit
- Music 101 ----- 2 units

---

4. Major .....	31 units
a. Required courses:	
Elementary School Procedure.....	6 units
Principles of Junior High School Education.....	3 units
Junior High School Procedure.....	3 units
Public Education in California.....	2 units
Introduction to Teaching.....	2 units
Supervised Teaching .....	8 units
Growth and Development of the Child .....	2 units
Educational Tests and Measurements.....	2 units
Educational Psychology .....	3 units
b. Not more than 40 units may be taken in Education.	
5. Two Minors .....	36 units

**A SUGGESTED COURSE OF STUDY FOR ELEMENTARY AND  
JUNIOR HIGH SCHOOL MAJOR STUDENTS**

**I**

**First Semester**

Psy. 1A—General Psychology-----	3 units
Hist. 3A—History of the Americas-----	3 units
Sci. 1A—General Inorganic Chemistry, or	
Sci. 20A—General Physics, or	
Sci. 50A—Physiology -----	3 units
English 18A—English Composition-----	3 units
P.E. 1A—First and Second Grade Activities, Games, Stunts and	
Health Education -----	1 unit
Art 1A—Design and Color-----	2 units
	<hr/>
	15 units

**Second Semester**

Hist. 3B—History of the Americas-----	3 units
Sci. 1B—General Inorganic Chemistry, or	
Sci. 20B—General Physics, or	
Sci. 50B—Physiology, or Elective-----	3 units
English 18B—English Composition-----	3 units
P.E. 1B—Folk Dancing; Formalized Drill; Health Education--	1 unit
Art 19A—Public School Art-----	2 units
Mathematics 10—Principles of Mathematics-----	3 units
Minor Requirements, or General Electives-----	2 units
	<hr/>
	17 units

**II**

**First Semester**

Natural Science -----	3 units
(If Chemistry or Physics was chosen in first year, must take Physiology.)	
Geog. 1—Fundamentals of Modern Geography-----	3 units
P.E. 2A—Athletic activities and games-----	1 unit
Sp. 1A—Elementary Spanish, or	
Fr. 1A—Elementary French -----	5 units
Music 1—Principles of Music-----	2 units
Pol Sci. 99—American Institutions-----	3 units
	<hr/>
	17 units

**Second Semester**

Sp. 1B—Elementary Spanish, or	
Fr. 1B—Elementary French -----	5 units
P.E. 2B—Team Games, Advanced Stunts and Dancing-----	1 unit
Music 101—Music Education -----	2 units
Minor Requirements, or General Electives-----	4 units
Natural Science (continuing First Semester course)-----	3 units
	<hr/>
	15 units



## III

## First Semester

Ed. 165A—Elementary Educational Procedure.....	3 units
Ind. Ed. 129—Industrial Art in Elementary Schools, or Elective.....	2 units
Ed. 168—Introduction to Teaching, or Elective.....	2 units
Ed. 177—Growth and Development of the Child.....	2 units
P.E. 103—Brief Administration Course.....	1 unit
Minor Requirements, or General Electives.....	3 units
Principle of Junior High School.....	3 units

16 units

## Second Semester

Ed. 165B—Elementary Educational Procedure.....	3 units
Ed. 136A—Educational Tests and Measurements.....	2 units
Ind. Ed. 129—Industrial Arts in Elementary Schools, or Elective.....	2 units
Ed. 168—Introduction to Teaching, or Elective.....	2 units
Ed. 174A—Junior High School Procedure.....	3 units
Minor Requirements, or General Electives.....	4 units

16 units

## IV

## First Semester

Ed. 167A—Supervised Teaching.....	4 units
Ed. 175—Educational Psychology.....	3 units
Ed. 139—Public Education in California.....	2 units
Minor Requirements, or General Electives.....	5 units

14 units

## Second Semester

Ed. 167B—Supervised Teaching.....	4 units
Minor Requirements, or General Electives.....	10 units

14 units

## ENGLISH

### General requirements for graduation with a major in English.

- a. Units for graduation----- 124
- b. Maximum units in English.  
Not more than 40 units may be taken in English.
- c. Education courses----- 12
- d. Minor.

Each candidate for graduation with a major in English must complete a minor in a subject usually taught in a High School.

### e. Academic list of courses.

At least 112 units offered for the degree of A.B. with English as a major, must be chosen from the following list of courses, and the 40 units in Upper Division courses required in Upper Division work (see 5c), must be selected from the same list.

Art. All courses.

Education. 57, 117, 170X, 173, 175, 176, 178.

English. All courses.

Foreign Language. All courses.

Industrial Education. 1, 2, 3, 102.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B; Botany 40A-B; Zoology 60; Physiology 50A-B.

Social Science. All courses.

### Lower Division. Specific requirements.

These will more than meet all the requirements of the State Board of Education, listed on pages 27 to 29 of this bulletin.

### a. Subject A.

An examination in Subject A is required of all entrants at the time of their first registration in the college. This test must be passed, either in examination or in course, before taking any course in the English Department, either by auditing or by enrollment.

### b. Course in American Institutions.

Political Science 99 (or its equivalent) must be completed by all candidates for the degree of A.B.

### c. Health and Physical Education----- 4 units

### d. Psychology ----- 6 units

- e. Foreign Language -----15 units  
These units must not be in more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this work.
- f. Mathematics.  
Elementary Algebra and Geometry must be taken in high school. Instruction in these subjects is not given in the college.
- g. Natural Science -----12 units  
Chemistry, Physics, or Biology taken in high school count for 3 units each in meeting this requirement, although not more than half of it may be so met. Work taken in college in fulfillment of this requirement must include at least 2 units of laboratory credit.
- h. Social Science -----12 units  
These may include Geography, History, Economics, Political Science, Sociology.
- i. English -----12 units
- j. Additional year course.  
At least 6 units for one of the following groups:
1. Foreign Language, additional to e.  
This may be satisfied in whole or in part in the high school, provided the language be Latin.
  2. Mathematics: Plane Geometry, Trigonometry, Spherical Trigonometry, Plane Analytic Geometry, College Algebra. Introduction to Calculus. This may be satisfied in part in high school.
  3. Philosophy.

### 3. Upper Division. General requirements.

- a. Grades.  
The student must have an average grade of C, one (1) grade-point per unit, in all courses offered as a part of the 24-unit major.
- b. Maximum English units in the Upper Division.  
Not more than 30 units of Upper Division courses taken in English after entering the Upper Division will be counted toward the A.B. degree.
- c. Required Upper Division units.  
Forty (40) units of work done by students in the Upper Division must be made up of Upper Division subjects.
- d. Units required in Upper Division.  
Fifty-four (54) units must be completed after the student has been admitted to the Upper Division.
- e. Senior transfers to the college.  
Students with Senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in Upper Division courses, including at least 12 units in English, but no student may be graduated from the college with less than 24 units of work completed in residence.

- f. Students who fail in the Lower Division to attain an average of one grade point for each unit of work taken in the English department may, at the option of the department, be denied the privilege of a major in the department.

Upper Division: Specific requirements.

24 units of Upper Division work in English are required.

b. Major ----- 36 units

Required courses.

English 18A-B—English Composition -----	6 units
English 82A-B—History of English Literature -----	6 units
English 122—Shakespeare -----	3 units
English 180—Poetry -----	3 units
English 217—Chaucer -----	3 units
English 231—Spenser, or	
English 247—Milton -----	3 units
English—Electives -----	12 units

c. Minor.

Majors must elect as their minor a subject taught in high school.

d. Special students.

A special student who wishes to enroll in any English course may do so, *provided*: that he is not less than 21 years of age; that he has filed satisfactory written evidence with the Registrar that he is fit to pursue the work desired; that the head of the department under whom he plans the greater part of his work gives his written approval; that the Dean to whom he is responsible gives his written approval; that the head of the English department is satisfied as to the ability of the special student to complete such work successfully.

Should a special student change his status to that of a regular or provisional student he must meet all the requirements demanded of such students carrying work in English before he shall receive credit for any work done by him as a special student.

e. Comprehensive final examination.

At the end of the Senior year the English department requires a comprehensive final examination of all undergraduates majoring in English. This examination is divided into two parts: (1) a set three-hour examination covering English Literature, particularly from 1350 to 1900; (2) an essay, requiring three hours in its development and completion, the subject of which is to be chosen from a list submitted to the candidate at the time of the test, and dealing with questions and problems with which the undergraduate is assumed to be familiar. Both of these tests will be preceded by oral quizzes and examinations, as the department may deem it best to give them. The preparation for the Comprehensive Final Examination will extend through the candidate's entire period of Upper Division residence. This work shall not appear on the study-list of the student as a subject that is to be provided for at a particular session with a particular instructor in charge. However, when the student

has passed the examination, the grade assigned by the department will be recorded with the registrar.

No student in English will be recommended for graduation who ignores the preliminaries leading up to the test, or who fails in the final examination, regardless of the grades made by such student in other subjects.

**A SUGGESTED COURSE OF STUDY FOR ENGLISH  
MAJOR STUDENTS**

**I**

**First Semester**

Eng. 18A—English Composition	3
Romantic Language (French or Spanish)	5
Psy 1A—General Psychology	3
P.E. 5A or 51A—Health and Physical Education	1
Hist. 2A—History of Modern Europe	3
	<hr/>
	15

**Second Semester**

Eng. 18B—English Composition	3
Romantic Language (French or Spanish)	5
P.E. 5B or 51B—Health and Physical Education	1
Psy. 1B—General Psychology	3
Hist. 2B—History of Modern Europe	3
	<hr/>
	15

**II**

**First Semester**

Eng. 82A—History of English Literature	3
Romantic Language (French or Spanish)	3
Phys. 50A—Physiology 3 units, or	
Zoology 60—General Zoology 5 units, or	
Botany 40A—General Botany, 4 units	3-5
Chem. 1A—General Inorganic Chemistry	3
P.E. 6A or 52A—Physical Education	1
Hist. 102A—History of the United States	3
	<hr/>
	16-18

**Second Semester**

Eng. 82B—History of English Literature	3
Romantic Language (French or Spanish)	3
Phys. 50B—Physiology, 3 units, or	
Bot. 40B—Botany, 4 units	3-4
Chem. 1B—General Inorganic Chemistry	3
P.E. 6B or 52B—Physical Education	1
Hist. 102B—History of the United States	3
	<hr/>
	16-17



## III

## First Semester

Eng. 122—Shakespeare .....	3
Ed. 175—Educational Psychology .....	3
Electives in minors:	
English .....	3-2
History .....	}
Language .....	
Home Economics .....	
Science .....	
Art .....	
	6-7
	15-15

## Second Semester

Eng. 122—Shakespeare .....	3
Ed. 57—Introduction to the Study of Education .....	3
Electives in minors:	
English .....	3-2
History .....	}
Language .....	
Home Economics .....	
Science .....	
Art .....	
	6-7
	15-15

## IV

## First Semester

Eng. 217—Chaucer .....	3
Ed. 173—Secondary Education .....	2
Ed. 157—Educational Periodicals .....	1
Electives in minors:	
English .....	3
Education .....	}
Sociology .....	
History .....	
Language .....	
Science .....	
Art .....	
Home Economics .....	7
	16

## Second Semester

Eng. 231—Spenser, or	
Eng. 247—Milton .....	3
Education Elective .....	3
English Elective .....	3

Electives in minors:

Education	}	----- 7
Sociology		
History		
Language		
Science		
Art		
Home Economics	}	----- 7

16

Summary of units:

First year -----	32
Second year -----	32-35
Third year -----	30
Fourth year -----	32

(124 required) 126-129

The above is a suggested course of study for English major students who wish to meet the state requirements for the Bachelor of Arts degree.

Majors in English are required to take either French or Spanish during the two Lower Division years. This means two successive years of one of these two languages.

History and a laboratory science are Lower Division requirements.

Majors intending to teach must satisfy the state education requirements. English students who wish to qualify as teachers should have a thorough understanding of the demands of the general professional department.

Majors should elect, if possible, from the Upper Division courses at least two which run throughout the year.

## HISTORY

---

### 1. General requirements for graduation with a major in History.

- a. Units for graduation ----- 124

The student will normally complete 64 units in the Lower Division and 60 units in the Upper Division.

- b. Maximum units in History----- 40

- c. Courses in Education.

At least 12 units of professional courses in Education must be completed by students in the Pre-Secondary Teachers' Course, or at least 18 units in professional courses in Education including not less than 4 units in directed teaching in the Junior High School Teachers' Course.

- d. Minor.

Each candidate for graduation with a major in History must complete a minor in a subject usually taught in high school.

- e. Academic list of courses.

At least 112 units offered for the degree of B.A. with History as a major must be chosen from the following list of courses, and the 40 units in Upper Division courses required in the Upper Division must be selected from the same list:

Art. All courses.

Education. 57, 117, 170X, 173, 175, 176, 178, 174A, 174B.

English. All courses.

Foreign Language. All courses.

Home Economics. All courses.

Industrial Education. 1, 2, 3, 102.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B, 21A-B;

Botany 40A-B; Zoology 60; Physiology 50A-B.

Social Science. All courses.

### 2. Lower Division. Specific requirements.

- a. Subject A.

An examination in Subject A (English Composition) is required of all entrants at their first registration in the college. Registration in courses in the English Department is postponed until students are able to pass this examination. Failure to pass Subject A necessitates enrollment in English A, a non-credit English course.

b. Course in American Institutions.

Political Science 99 (or its equivalent) must be completed by all candidates for the degree of B.A., except those who complete Political Science 1A-B, or History 102A-B.

c. Health and Physical Education----- 2 units  
Physical Education ----- 2 units

d. Psychology ----- 6 units

e. Foreign Language -----15 units

These units must be in not more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement, but this will not reduce the total number of units to be completed in the Lower Division.

f. Mathematics.

Elementary Algebra and Geometry must be taken in high school. Instruction in these subjects is not given in the college.

g. Natural Science -----12 units

Chemistry, Physics, or Biology taken in high school count for 3 units each in meeting this requirement, although not more than half of it may be so met, and such allowance does not reduce the total number of units to be completed in the Lower Division. Work taken in college in fulfillment of this requirement must include at least 2 units of laboratory credit.

h. Social Science -----12 units

These may include Geography, History, Economics, Political Science, Sociology. History 2A-B, or 3A-B; and Political Science 1A-B, or Geography 1 and 2, or Economics 1A-B. Students who have not had at least two years of European History in the high school must take History 2A-B.

History 2A-B is designed especially for Freshmen, but is open to Sophomores. History 3A-B is designed for Sophomores and is not open to Freshmen.

Political Science 1A-B, or Geography 1 and 2, may be taken in the Freshman year. Economics 1A-B is a Sophomore subject and is not open to Freshmen, except in special cases, and only after consultation with the Head of the Social Science Department.

i. English ----- 6 units

j. Additional year-course.

At least 6 units in one of the following groups:

(1) Foreign Language (additional to e).

This may be satisfied in whole or in part in the high school, provided the language be Latin.

(2) Mathematics: Plane Trigonometry, Spherical Trigonometry, Plane Analytic Geometry, College Algebra, Introduction to Calculus. This may be satisfied partly in the high school.

(3) Philosophy.

**3. Upper Division. General requirements.****a. Grades.**

The student must attain an average grade of C (one grade-point per unit) in all courses offered as a part of the 24-unit major.

**b. Maximum History units in the Upper Division.**

Not more than 30 units in the Upper Division courses taken in History after attaining Upper Division standing will be counted toward the B.A. degree.

**c. Required Upper Division units.**

Forty units of work done by Upper Division students must be strictly Upper Division.

**d. Units required in Upper Division.**

Fifty-four of the 124 units required for graduation must be completed after the student has been admitted to the Upper Division.

**e. Senior transfers to the college.**

Students with Senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in Upper Division courses, including at least 12 units in History, but no student may be graduated from the college on less than 24 units done in residence.

**f. Students who fail in the Lower Division to attain an average of one grade point for each unit of work taken in the Social Science department may, at the option of the department, be denied the privilege of a major in the department.****Upper Division. Specific requirements.**

Twenty-four units of Upper Division work in History are required; of the 24 units, 6 must be in European History and 6 in United States History.

**4. The Head of the Department must be consulted by History major students in making out programs.**

## HOME ECONOMICS

---

### I. General requirements for graduation with a major in Home Economics.

The B.A. degree in this field will qualify the student for a Special Secondary Credential.

#### a. Units for graduation-----124

The students will complete, normally, 64 units in the Lower Division, and 60 units in the Upper Division.

#### b. Required units in Education----- 15

#### c. Minors.

Each candidate for graduation with a major in Home Economics Education may complete two minors selected from the following fields:

Art  
English  
History

Physical Education  
Science

### II. Lower Division. Specific requirements.

All of these requirements should be met in the first two years. They will more than meet all the requirements of the State Board of Education for Lower Division.

#### a. Subject A.

An examination in Subject A (English Composition) must be taken by all entrants at their first registration. Admission to courses in the English Department is postponed until students are able to pass this examination.

#### b. English 18A-B—Freshman Composition----- 6 units

#### c. Mathematics.

Students entering the college without two years of Mathematics (other than Arithmetic) must make up this deficiency by 6 units. These six units do not decrease the total units required for graduation. In case of students over 21 years of age at the time of entering the institution, substitutions may be made for the above requirement upon the approval of the credentials committee.

#### d. Foreign Language.

Students entering the college without two years of one foreign language must complete this deficiency by 10 units.

(The same rules regarding total units and substitutions passed on by the credentials committee applies here as in the case of Mathematics—see above.)



### 3. Required Lower Division courses in subjects for a major in Home Economics.

Art 1A—Design and Color	2 units
*Art 121B—Costume Design	2 units
Eng. 18A-B—English Composition	6 units
Eng. 15B—Elements of Public Speaking	2 units
Hist. 2A-B—History of Modern Europe	6 units
Pol. Sci. 99—American Political Institutions	3 units
Soc. 1—Elementary Sociology	3 units
Psy. 1A-B—Psychology	6 units
Sci. 1A-B—Inorganic Chemistry	6 units
Sci. 5—Organic Chemistry	3 units
Sci. 50A-B—Physiology and Bacteriology	6 units
*Sci. 100—Physiological Chemistry	3 units
H.S. 1-2—Food Study	6 units
P.E. 5A-B—Health and Physical Education	4 units
H.A. 90—Study of Textiles	2 units
H.S. 10X—Large Quantity Cookery	1 unit
Ed. 57—Introduction to the Study of Education	3 units
<b>Total</b>	<b>64 units</b>

\* This counts as Lower Division work in Home Economics.

### 4. Required Upper Division courses in subjects for major in Home Economics.

Ed. 175—Educational Psychology	3 units
I.I.E. Ed. 122A and H.A. Ed. 122B—Teaching Methods in Household Science and Art	4 units
Ed. 173—Secondary Education	2 units
Sci. 101A—Textile Chemistry	2 units
Scie. 101B—Food Chemistry	2 units
H.S. 108—Survey of Home Economics	2 units
H.S. 105—Household Administration	2 units
H.S. 104—Household Management	2 units
H.S. 103A-B—Dietetics and Nutrition	5 units
H.S. 107A-B—Demonstration and Serving	3 units
H.S. 132—Home Gardening and Landscaping	1 unit
H.S. 106A-B—Home Nursing and Child Care	4 units
H.S. 102Y-Z—Large Quantity Cookery	2 units
H.S. 130—Practice House	2 units
H.E. Elective	1 unit
H.A. 101A-B—Study of Clothing	6 units
H.A. 112—Millinery	2 units
H.A. 110A-B—Advanced Clothing	4 units
Art 111A—House Design	2 units
Art 113A—Interior Decoration and House Furnishing	1 unit
Art 147A-B—Weaving	2 units
Art 187B—Art Needlework	1 unit
<b>Total</b>	<b>60 units</b>

5. 17 units of Domestic Art, or 18 units of Domestic Science, constitute a Home Economics Minor.

### **3. Credential.**

Upon the completion of the four-year course in Home Economics, the student is granted in addition to the B.A. degree, the state credential to teach all such subjects as are listed under the so-called Science phase of Home Economics, such as Foods and Nutrition, Health and Care of the Child, House Administration and Management, Home Nursing and Hygiene, and Gardening and Landscaping, as well as those subjects as are listed under the Art phase of Home Economics, such as Plain and Advanced Sewing, Dressmaking, Tailoring, Millinery, and Textiles.

#### **Special Courses Which May Be Offered**

**A. Training for Supervision of Home Economics Teachers.** This course aims to give students the general principles of supervision and the duties and functions of the supervisor as applied especially to the field of Home Economics in Secondary Schools. Specific problems will be worked out.

For graduates and advanced students only.

**B. Education in Methods for Teaching Home Making.** This course is intended primarily for teachers of Home Making. Emphasis will be given to the aims and phases of Home Making with the newer interpretation as applied to Secondary Education. Needed information and sources, practical application of Science, Art, and other subjects to the solving of problems in Home Making, methods of presentation and typical projects will be considered.

## SUGGESTED FOUR-YEAR PROGRAM FOR A DEGREE COURSE WITH MAJOR IN HOME ECONOMICS

### Lower Division

#### YEAR I

##### First Semester

Psy. 1A—General Psychology .....	3 units
Hist. 2A—History of Modern Europe.....	3 units
Eng. 18A—English Composition .....	3 units
Sci. 50A—Physiology .....	3 units
Sci. 1A—Inorganic Chemistry .....	3 units
P.E. 5A—Health and Physical Education.....	1 unit
	16 units

##### Second Semester

Psy. 1B—Psychology and Life.....	3 units
Hist. 2B—History of Europe.....	3 units
P.E. 5B—Health and Physical Education.....	1 unit
Sci. 50B—Physiology and Bacteriology.....	3 units
Sci. 1B—Inorganic Chemistry .....	3 units
Eng. 18B—English Composition .....	3 units
	16 units

#### YEAR II

##### First Semester

Soc. 1—Elementary Sociology .....	3 units
Art 1A—Design and Color.....	2 units
Eng. 15B—Elements of Public Speaking.....	2 units
Sci. 5—Organic Chemistry .....	3 units
H.S. 1—Elementary Food Study.....	3 units
H.A. 90—Study of Textiles.....	2 units
P.E. 6A—Physical Education.....	1 unit
	16 units

##### Second Semester

Sci. 100—Physiological Chemistry.....	3 units
H.S. 10X—Large Quantity Cookery.....	1 unit
Ed. 57—Introduction to the Study of Education.....	3 units
H.S. 2—Advanced Foods.....	3 units
P.E. 6B—Physical Education .....	1 unit
Pol. Sci. 99—American Political Institutions (Constitution).....	3 units
Art 121B—Costume Design .....	2 units
	16 units

## Upper Division

## YEAR III

## First Semester

H.S. 105—Household Administration .....	2 units
H.A. 101A—First Principles of Clothing .....	3 units
Ed. 175—Educational Psychology .....	3 units
H.S. 104—Household Management .....	2 units
Sci. 101A—Textile Chemistry .....	2 units
H.S. 102Y—Large Quantity Cookery .....	1 unit
H.S. 103A—Elementary Dietetics and Nutrition .....	2 units

15 units

## Second Semester

H.A. 101B—First Principles of Clothing .....	3 units
Sci. 101B—Food Chemistry .....	2 units
H.E. Ed. 122A—Teaching Methods (Household Science) .....	2 units
Art 147A-B—Weaving .....	2 units
H.A. Ed. 122B—Teaching Methods (Household Art) .....	2 units
Art 187B—Art Needlework .....	1 unit
Art 111A—House Design .....	2 units
H.S. 107A—Demonstration of Foods .....	1 unit
H.S. 107B—History of Table Appointments and Serving .....	2 units

17 units

## YEAR IV

## First Semester

Elective .....	1 unit
H.S. 130—Practice House .....	2 units
H.A. 110A—Advanced Clothing (Wool) .....	2 units
H.E. Ed. 131A—Supervised Teaching (Household Science) .....	2 units
Art 113A—Interior Decoration and House Furnishing .....	1 unit
H.S. 132—Home Gardening and Landscaping .....	1 unit
H.S. 106B—Home Nursing and Hygiene .....	2 units
H.S. 106A—Health and Care of the Child .....	2 units
Ed. 173—Secondary Education .....	2 units

16 units

## Second Semester

I.A. 110B—Advanced Clothing .....	2 units
I.S. 102Z—Large Quantity Cookery .....	1 unit
I.A. Ed. 131B—Supervised Teaching (Household Art) .....	3 units
I.S. 108—Home Economics Survey .....	2 units
I.S. 103B—Advanced Dietetics and Nutrition .....	3 units
I.A. 112—Millinery .....	2 units

12 units

Total ..... 124 units

**Pre-Secondary Degree Courses.**

These courses have the standard Lower Division requirements. The divergence comes in the Upper Division. The Majors do not cover the state requirements for special certification, which is 50 units. These Majors require only 32 units. Practice Teaching may be eliminated and requirements in Education may be reduced to 12 units. It is possible in these Majors to select work with different objectives e.g., leading towards specialization in Dietetics and Nutrition, Textiles, Home Making, Institutional Management, Health, etc.

If it is later desired, a general secondary credential covering teaching requirements may be secured by an additional year of study at a college or university authorized to grant this credential.

**SUGGESTED FOUR-YEAR PROGRAM FOR THE DEGREE  
COURSE WITH A MAJOR IN DIETETICS**

**Lower Division**

**YEAR I**

**First Semester**

Psy. 1A—General Psychology	3 units
Hist. 2A—History of Modern Europe	3 units
Eng. 18A—English Composition	3 units
Sci. 50A—Physiology	3 units
Sci. 1A—Inorganic Chemistry	3 units
P.E. 5A—Health and Physical Education	1 unit
	<hr/>
	16 units

**Second Semester**

Psy. 1B—Psychology of Life	3 units
Hist. 2B—History of Europe	3 units
Sci. 50B—Physiology and Bacteriology	3 units
Sci. 1B—Inorganic Chemistry	3 units
Eng. 18B—English Composition	3 units
P.E. 5B—Health	1 unit
	<hr/>
	16 units

**YEAR II**

**First Semester**

Soc. 1—Elementary Sociology	3 units
Art 1A—Design and Color	2 units
Eng. 15B—Public Speaking	2 units
Sci. 5—Organic Chemistry	3 units
I.S. 1—Elementary Foods	3 units
I.A. 90—Textiles	2 units
P.E. 6A—Physical Education	1 unit
	<hr/>
	16 units

**Second Semester**

Sci. 110—Physiological Chemistry	3 units
I.S. 10X—Large Quantity Cookery	1 unit
Ed. 57—Foundations of Education	3 units
I.S. 2—Advanced Foods	3 units
P.E. 6B—Physical Education	1 unit
Pol. Sci. 99—Constitution	3 units
Sci.—Advanced Organic Chemistry	3 units
	<hr/>
	17 units



## YEAR III

## First Semester

H.S. 105—House Administration .....	2 units
Sci. 100B—Advanced Physiological Chemistry.....	3 units
H.S. 130—Experimental Cookery and Marketing.....	3 units
H.S. 104—House Management .....	2 units
Sci. 101A—Textile Chemistry .....	3 units
H.S. 101Y—Large Quantity Cookery.....	1 unit
H.S. 103A—Elementary Dietetics .....	3 units
	<hr/>
	17 units

## YEAR III

## Second Semester

Sci. 150—Advanced Physiology .....	3 units
Sci. 101B—Food Chemistry .....	2 units
H.S. 101Z—Large Quantity Cookery.....	1 unit
H.E. Ed. 122A—Foods Teaching Methods.....	2 units
Sci. 155—Advanced Bacteriology .....	2 units
Art 600—Freehand Drawing .....	3 units
Art 601—Lettering.....	1 unit
Art 101A—House Design .....	2 units
	<hr/>
	15 units

## YEAR IV

## First Semester

H.S. 140—Advanced Methods .....	2 units
H.S.—Practice House .....	2 units
H.S.—Administration of Institutions (Lecture).....	2 units
H.E. Ed. 13A—Supervised Teaching—Foods.....	2 units
H.S. 106A—Health, etc. ....	2 units
H.S. 106—Home Nursing and Hygiene.....	2 units
H.S.—Lunchroom Supervision .....	2 units
	<hr/>
	14 units

## Second Semester

H.S. 108—H.E. Survey .....	1 unit
H.S. 103B—Advanced Dietetics .....	3 units
Art 602—Poster .....	2 units
H.S. 135—Institutional Problems .....	2 units
H.S. 107A—Demonstration .....	1 unit
H.S. 107B—History of Table Appointments and Serving.....	2 units
H.S. 136—Managerial Work .....	2 units
	<hr/>
	13 units

Total .....124 units

**DOMESTIC ART COURSE LEADING TO B.A. DEGREE WITHOUT  
TEACHING CERTIFICATE**

**YEAR I**

**First Semester**

Psy. 1A—General Psychology	3 units
Hist. 2A—History Methods, etc.	3 units
Eng. 18A—English Composition	3 units
H.A. 101A—Clothing	3 units
Art 2B—Freehand Drawing	2 units
P.E. 5A—Health	1 unit
Elective	2 units
	<hr/>
	17 units

**Second Semester**

Psy. 1B—Psychology	3 units
Hist. 2B—History Methods, etc.	3 units
Eng. 18B—English Composition	3 units
H.A. 101B—Clothing	3 units
Art 50A—Lettering	1 unit
P.E. 5B—Physical Education and Health	1 unit
Elective	2 units
	<hr/>
	16 units

**YEAR II**

**First Semester**

Soc. 1—Elementary Sociology	3 units
Art 1A—Design and color	2 units
Eng. 82A—English Literature	3 units
H.A. 101C—Clothing	3 units
H.A. 90—Textiles	2 units
Art 60B—Poster	2 units
P.E. 6A—Physical Education	1 unit
	<hr/>
	16 units

**Second Semester**

Art 187A—Needlework	2 units
S.S. 105—H.S. Administration	2 units
Eng. 82B—English Literature	3 units
H.A. 101D—Clothing	3 units
H.A. 90—Textiles	2 units
P.E. 6B—Physical Education	1 unit
Elective	2 units
	<hr/>
	15 units

## YEAR III

## First Semester

Eng. 120—Modern Drama .....	3 units
H.A. 90B—Advanced Textiles.....	3 units
Art 121B—Costume design.....	2 units
Art 131B—Applied Design.....	2 units
H.A. 110A—Clothing .....	3 units
Art 127B—Bookbinding .....	1 unit
Elective .....	2 units
	<hr/> 16 units

## Second Semester

Eng. 129—Pagentry and Play.....	3 units
H.A. 90C—Advanced Textiles.....	3 units
H.A. 112—Salesmanship .....	3 units
Art 187B—Advanced Needlework.....	2 units
H.A. 110B—Clothing .....	3 units
Art 177B—Jewelry .....	2 units
	<hr/> 16 units

## YEAR IV

## First Semester

Eng. 187J—Children's Literature.....	2 units
Art 147A—Weaving .....	2 units
H.A. 120A—Tailoring .....	3 units
H.A. 112A—Millinery .....	2 units
H.A. 114A—Budget Making.....	2 units
Elective .....	3 units
	<hr/> 14 units

## Second Semester

H.S. 105—Administration .....	2 units
Art 147B—Weaving .....	2 units
H.A. 120B—Tailoring .....	2 units
H.A. 112B—Millinery, Children's.....	2 units
H.A. 114B—Budget Making.....	2 units
H.S. 108—H.E. Survey .....	2 units
Elective .....	2 units
	<hr/> 14 units

## INDUSTRIAL EDUCATION

### 1. General statement.

Courses in the Department of Industrial Education may be taken by three different groups of students:

- (1) Those taking the course leading to the B.A. degree with a major in Industrial Education or to a credential to teach Industrial Art without the degree.
- (2) Students majoring in other departments of the college in which certain courses in Industrial Education are required, or used as electives, or selected for minors.
- (3) Special students who wish to receive instruction and practice in drafting or mechanical work of various kinds for the purpose of applying the efficiency thus gained in present or future occupational activities rather than for college credit.

### 2. General requirements for the B.A. degree with a major in Industrial Education and a credential to teach.

Upon completion of the degree course with a major in Industrial Education, the graduate is granted also a state credential entitling him to teach industrial subjects in elementary and secondary schools.

#### a. Units for graduation.

The total number of units required for graduation with a major in Industrial Education is 124.

#### b. Foreign Language and Mathematics.

Students entering the college without two years of mathematics (other than arithmetic) and two years of one foreign language must complete (before they receive the baccalaureate degree) 6 units of mathematics and 10 units of a foreign language, except that, in case of students over 21 years of age at the time of entering the institution; substitutions for the above requirements may be made upon approval of the credentials committee.

#### c. Technical subjects.

Not less than 50 units of technical training must be completed for graduation. Of this total number, 20 units are specified requirements while the remaining 30 may be varied according to the interest and outlook of the individual student. This also satisfies the requirements of the State Board of Education for a credential to teach within this field.

Specific requirements:

Automotive Work	6 units
Woodwork	3 units
Drawing	3 units
Electrical Construction	3 units
Machine Shop Practice	3 units
Sheet Metal Work	2 units

**Technical electives:**

The remaining 30 units of technical subjects may be selected from the list below or made up of additional courses listed under the headings in the required group above:

Aeronautics  
 Art-Metal Work  
 Battery Construction and Repair  
 Carpentry  
 Farm Mechanics  
 Forging and Welding  
 Furniture Upholstery  
 Home Mechanics and General Shop  
 Industrial Arts for Elementary Schools  
 Leather Work  
 Polychrome and Compo Work  
 Pattern Making and Foundry Work  
 Pumps and Irrigation Equipment  
 Wood Finishing and Painting  
 Printing

It is expected that at the end of the Sophomore year the student will elect to strengthen himself either in the woodworking or metal-working subjects, or in drafting, and will choose his technical subjects accordingly, under the advisership of the head of the department.

**d. Minors.**

Students majoring in Industrial Education may complete a minor in one of the following: Physical Education, Art, History (Social Science), English.

**3. Lower Division. Specific requirements.**

These will meet all the requirements of the State Board of Education.

**a. Subject A.**

An examination in Subject A (English Composition) is required of all entrants at their first registration at the college, except in the case of certain students with advanced standing (*See page 29*). Registration in courses in English is postponed until students are able to pass this examination. Failure to pass Subject A necessitates enrollment in English A, a noncredit English course.

**b. Required Lower Division subjects for a major in Industrial Education:**

Psy. 1A-B—General Psychology .....	6 units
Phys. 50A-B—Human Physiology .....	6 units
Eng. 18A-B—English Composition .....	6 units
P.E.—Health and Physical Education.....	4 units
Geo. 1—Geography .....	3 units
Econ. 2—Economics .....	3 units
Pol. Sci. 99—Political Science.....	3 units

Soc. 1—Elements of Sociology .....	3 units
Sci. 1A—Inorganic Chemistry .....	3 units
Ind. Ed. 27—Applied Science .....	3 units

c. Technical subjects required in the Lower Division :

Ind. Ed. 1—Freehand Drawing .....	2 units
Ind. Ed. 11—Foundations of Woodwork .....	3 units
*Ind. Ed. 2—Instrumental Drawing .....	3 units
Ind. Ed. 3—Architectural Drawing .....	3 units
Ind. Ed. 4—Machine Drawing .....	3 units
Ind. Ed. 31—Machine Shop .....	3 units

d. Upper Division requirements.

The following professional work is required for a degree in Industrial Education :

Ed. 57—Introduction to the Study of Education .....	3 units
Ed. 175—Educational Psychology .....	3 units
Ed. 173—Secondary Education .....	2 units
Elective in Education .....	2 units
Ind. Ed. 141—Vocational Education .....	2 units
Ind. Ed. 142—Study of Occupations .....	3 units
Ind. Ed. 143—Vocational Guidance .....	2 units
Ind. Ed. 147—Content and Materials in Industrial Education .....	2 units
Ind. Ed. 148—Teaching Problems in Industrial Education .....	3 units
Ind. Ed. 151—Supervised Teaching .....	5 units

b. Technical courses required :

Students will select a sufficient number of technical courses to complete the total of 50 units of technical work required for graduation. These subjects will be chosen in suitable groupings in consultation with the head of the department. The following suggested program indicates the subject requirements for the degree course both for Upper and Lower Divisions.

\* Students who have completed one year or more of mechanical drawing in high school and who show satisfactory accomplishment in this subject will receive credit for course 2, but this will not reduce the total requirements for the degree.



## SUGGESTED FOUR-YEAR PROGRAM FOR THE DEGREE COURSE WITH A MAJOR IN INDUSTRIAL EDUCATION

### Lower Division

#### YEAR I

##### First Semester

Psy. 1A—General Psychology	3 units
Phys. 50A—Physiology	3 units
Eng. 18A—English Composition	3 units
P.E. 51A—Health and Physical Education	1 unit
Ind. Ed. 1—Freehand Drawing	2 units
Ind. Ed. 11—Foundations of Woodwork	3 units
	15 units

##### Second Semester

Psy. 1B—General Psychology	3 units
Phys. 50B—Human Physiology	3 units
Eng. 18B—English Composition	3 units
P.E. 51B—Health and Physical Education	1 unit
Ind. Ed. 3—Architectural or Mechanical Drawing	3 units
Ind. Ed. 12—Furniture Construction	3 units
	16 units

#### YEAR II

##### First Semester

Econ. 2—Principles of Economics	3 units
Ind. Ed. 26—Applied Mathematics	2 units
Soc. 1—Elements of Sociology	3 units
P.E. 52A—Physical Education	1 unit
Ind. Ed. 4—Machine Drawing	3 units
Sci. 1A—Inorganic Chemistry	3 units
	15 units

##### Second Semester

Ed. 57—Introduction to the Study of Education	3 units
Geo. 2—Regional and Economic Geography	3 units
Pol. Sci. 99—American Institutions	3 units
Ind. Ed. 27—Applied Science	3 units
P.E. 52B—Physical Education	1 unit
Ind. Ed. 31—Machine Shop	3 units
	16 units

**Upper Division**

**YEAR III**

**First Semester**

Hist. 180—Industrial History of the United States	2 units
Ed. 175—Educational Psychology	3 units
Ind. Ed. 130—Electrical Construction	3 units
Ind. Ed. 134—Introduction to Automobile	3 units
*Elective Shopwork	5 units

16 units

**Second Semester**

Ind. Ed. 113—Sheet-Metal Work	2 units
Ind. Ed. 141—Vocational Education	2 units
Eng. 15B—Public Speaking	2 units
Ind. Ed. 135—Internal Combustion Engines	3 units
Elective in Education	2 units
*Elective Shopwork	5 units

16 units

**YEAR IV**

**First Semester**

Ed. 173—Secondary Education	2 units
Elective	2 units
Ind. Ed. 142—Study of Occupations	2 units
Ind. Ed. 147—Content and Materials	2 units
Ind. Ed. 151—Supervised Teaching	2 units
*Elective Shopwork	5 units

15 units

**Second Semester**

Ind. Ed. 148—Teaching Problems	3 units
Ind. Ed. 143—Vocational Guidance	2 units
Ind. Ed. 151—Supervised Teaching	3 units
*Elective Shopwork	7 units

15 units

**Total** 124 units

A minimum of two months (416 clock hours) of practical garage experience in addition to the 124 units of college work is required for the long term credential to teach automobile mechanics.

A minimum of two months (416 clock hours) of practical work in some major mechanical trade is required for graduation with a credential in industrial arts education.

A minimum of not less than 8 units of college work plus not less than 416 clock hours of practical experience in a commercial shop are required for certification in printing.

\* The elective shopwork throughout the course must be selected under the approval of the head of the department. These electives will be chosen with reference to the student's major interest within this field.

**5. Course leading to a limited credential in Industrial Arts Education.**  
(A course open to persons with trade experience).

**a. Entrance requirements:**

- (1) Minimum and maximum age limits for entrance, 24 to 45.
- (2) Graduation from a four-year high school or its equivalent.
- (3) Not less than five years of practical experience in an approved trade.
- (4) Successful passing of trade and aptitude tests as provided by the college.

**b. Training required:**

Not less than one year of special teacher-training, consisting of a minimum of 30 units, distributed approximately as follows:

Educational Psychology .....	3 units
Vocational Guidance .....	2 units
Teaching Problems in Industrial Education.....	3 units
Practice Teaching .....	4 units
Related Mathematics and Science.....	3 units
Drawing and Design .....	4 units
Related Shopwork .....	5 units
English .....	3 units
Social Science .....	3 units

Total minimum requirements.....30 units

Upon successful completion of this course, the student is granted, upon the recommendation of the college, a state credential to teach a limited range of shopwork in secondary schools. This credential may be broadened from time to time upon completion of additional requirements.

**6. Special credential for teaching Farm Mechanics.**

By taking a course of 10 units in Farm Mechanics, approved by the state supervisor of agricultural education, students who have completed 40 units of the required technical work will receive in addition to their credential in Industrial Arts Education, a special credential in Farm Mechanics entitling them to teach Farm Mechanics to classes in Vocational Agriculture organized under the Federal and State Vocation Education Acts. At the present time, part of the technical work prescribed in this course may be taken at the Agricultural School of the University of California, located at Davis.

**7. Work leading to credential in Supervision.**

Persons who hold the credential for teaching Industrial Arts Education and who have had at least 17 months of successful teaching experience may obtain the credential in Special Supervision within this field by taking the following courses:

- a. Four semester units of work selected from at least two of the following courses (Growth and Development of the Child required).

- (1) Growth and Development of the Child.
- (2) Philosophy of Education.
- (3) History of Education in the United States.
- (4) Social Value of the Special Field in which Supervision is to be Done.

b. Six semester units of work selected from the following group (Organization, Objectives, and Supervision of Instruction in Industrial Education required) :

- (1) Organization, Objectives, and Supervision of Instruction in Industrial Education.
- (2) Tests and Measurements in the Special Field.
- (3) Problems of Supervision in Industrial Education.
- (4) Vocational Guidance.

For further information about this credential see State Board of Education Bulletin H-2.

## PHYSICAL EDUCATION

---

A medical examination is required of every student enrolled in the college. Every student in regular courses, unless excused by the medical examiner is required to enroll in some physical education course during each of the first four semesters in college (Freshman and Sophomore years). Students assigned to restricted activity courses by the medical adviser will be assigned to individual work under the course "Individual Adaptations" (P.E. 8—women; P.E. 53—men).

The Physical Education Department is serving the college in two divisions. First, it is furnishing activity courses for every student enrolled in the college, and secondly it is offering courses for those students who wish to make the profession of Physical Education their life work.

### Courses Offered to Meet Requirements in Physical Education in the Lower Division

#### MEN

Courses P.E. 51A, 51B, 52A, and 52B, or the equivalent in P.E. 53 are the courses to be taken by regular students in the Lower Division.

#### WOMEN

Courses P.E. 1A, 1B, 2A, 2B, and 103 are for students in Elementary Education and Junior High School Education, except those minoring in Physical Education. Courses P.E. 3A, 3B, 4A, and 4B are required of all students intending to specialize in Physical Education, either major or minor. Courses 5A, 5B, 6A, and 6B, or the equivalent in Course 8 are open to all other women in college.

### Four-Year Course Leading to B.A. Degree and Special Secondary Credential in Physical Education

Students may obtain simultaneously a B.A. degree with a major in Physical Education and the special secondary credential in Physical Education. At the same time, they may complete a minor in some field taught in the public schools of the state.

Students desiring to specialize in the field of Physical Education must be physically sound, and believe in and demonstrate the highest type of leadership.

The special secondary certificate in Physical Education enables the student to obtain positions in elementary, junior high, and senior high schools, and special positions in the recreation or coaching fields.

#### 1. General requirements for graduation with a major in Physical Education.

- a. Units for graduation.....124

The student will complete, normally, 64 units in the Lower Division and 60 units in the Upper Division.

b. Maximum units in Physical Education.

Not more than 50 units of the 124 required for graduation may be taken in Physical Education.

c. Education courses.

At least 15 units must be completed in professional courses in Education, including not less than 4 units of Directed Teaching.

d. Minor.

Each candidate for graduation with a major in Physical Education must complete a minor in a subject usually taught in the high school.

**Lower Division. Specific requirements.**

a. Subject A.

An examination in Subject A is required of all entrants at the time of their first registration in the college. This test must be passed, either in examination or in course, before taking any course in the English Department, either by auditing or enrollment.

b. Course in American Institutions.

Political Science 99 (or its equivalent) must be completed by all candidates for the B.A. degree.

c. Psychology ----- 6 units

d. Natural Science ----- 12 units

e. Social Science ----- 12 units

f. English ----- 6 units

g. Health and Physical Education ----- 2 units

h. Physical Education ----- 4 units

i. Public Speaking ----- 6 units

j. Education. Ed. 57—Introduction to the Study of Education 3 units

**Upper Division. General requirements.**

a. Grades.

The student must have an average grade of C (one grade-point per unit) in all courses offered as a part of the 50-unit major.

b. Maximum Physical Education units in the Upper Division.

Not more than 30 units of Upper Division courses taken in Physical Education after entering the Upper Division will be counted toward the B.A. degree.

c. Required Upper Division units.

Twenty-four units of work done by students in the Upper Division must be selected from the following Upper Division subjects: Ed. 139, 173, 174A–B, 175, 177 are required, and 10 units selected from Ed. 117, 136B, 137, 157, 178, or 10 units in the minor.

d. Units required in the Upper Division.

Forty units of the 124 required for graduation must be completed after the student has been admitted to the Upper Division.



e. Senior transfers to the college.

Students with Senior standing at the time of admission, who transfer to the college from others institutions, must complete 24 units in residence, 18 of which must be in Upper Division courses, including at least 12 units in Physical Education.

4. Major.

Women—

Eighteen units are required in Lower Division work to be chosen from the following courses: P.E. 3A-B, 4A-B, 21, 22, 23, 24, 25, 26, 27, 35, 41, 42.

Twenty-one units of Upper Division work are required. These must include: P.E. 103, 110A-B-C, 111, 121, 122, 123, 130.

Men—

Twenty-two units of Lower Division work in Physical Education are required. These are to be selected from the following courses: P.E. 41, 42, 51A, 56, 60, 65, 66, 70, 71, 73, 75, 77.

Nineteen units of Upper Division work are required. These must include: P.E. 110A-B-C, 150, 151, 152, 153, 154, 155, 156.

5. Minor.

Women—

Fifteen units of Physical Education are required to complete the minor.

Men—

Thirteen units of Physical Education are required to complete the minor.

# SUGGESTED FOUR-YEAR PROGRAM IN PHYSICAL EDUCATION

## Lower Division

### YEAR I

#### First Semester

Psych. 1A—Psychology	3 units
Eng. 18A—Freshman Composition	3 units
Sci.—Physics, Chemistry, or Biology	3 units
Soc. 1—Sociology	3 units
P.E.—Physical Education	1 or 3 units
One unit to be P.E. 51A (Men) or 3A (Women)	
and 2 units to be selected from P.E. 65, 70.	
Lectives (other than Physical Education)	1 or 3 units
<hr/>	
	16 units

#### Second Semester

Psych. 1B—Psychology	3 units
Eng. 18B—Freshman Composition	3 units
Sci.—Physics, Chemistry, or Biology	3 units
Ed. 57—Introduction to the Study of Education	3 units
P.E.—Physical Education	1 or 3 units
One unit to be P.E. 51B (Men) or 3B (Women)	
and 2 units P.E. 56.	
Lectives (other than Physical Education)	1 or 3 units
<hr/>	
	16 units

### YEAR II

#### First Semester

Sci. 50A—Physiology	3 units
Eng. 15A—Public Speaking	3 units
Pol. Sci. 99—American Institutions	3 units
Econ. 1B—Economics, or Geo. 1—Fundamentals of Geography	3 units
Physical Education	3 or 4 units
To be selected from P.E. 4B, 22, 23A, 77.	
Lectives (other than Physical Education)	1 unit
<hr/>	
	16-17 units

#### Second Semester

Sci. 50B—Physiology	3 units
Eng. 15B—Public Speaking	3 units
Pol. Sci. 99—American Institutions	3 units
Econ. 1B—Economics	3 units
P.E. 77—Technique of Teaching Tennis	1 unit
Lectives	1 unit
<hr/>	
	16 units

## Upper Division

## YEAR III

## First Semester

Ed. 175—Educational Psychology .....	3 units
Ed. 174A—Junior High School Education.....	2 units
Ed. 139—Public Education in California.....	2 units
Ed. 157—Educational Periodicals .....	1 unit
P.E.—Physical Education .....	6 or 8 units
To be selected from P.E. 24, 25A, 32, 41, 103, 111, 154, 157, 158.	
Electives (other than Physical Education) .....	3 units
	<hr/> 16 units

## Second Semester

Ed. 174B—Junior High School Methods and Management.....	3 units
P.E.—Physical Education .....	10 units
To be selected from P.E. 25B, 26, 42, 60, 110A, 121, 130, 150.	
Electives (other than Physical Education) .....	3 units
	<hr/> 16 units

## YEAR IV

## First Semester

Ed. 117—History of Education in America.....	2 units
Ed. 136B—Educational Measurements .....	3 units
Ed. 173—Secondary Education .....	2 units
P.E.—Physical Education .....	7 units
To be selected from P.E. 27, 33, 110B, 122, 151, 152.	
Electives (other than Physical Education) .....	3 units
	<hr/> 17 units

## Second Semester

Ed. 177—Growth and Development of the Child.....	2 units
Ed. 137—Educational Statistics .....	2 units
Physical Education .....	7 or 10 units
To be selected from P.E. 25B, 31, 34, 35, 73, 76, 102.	
Electives (other than Physical Education) .....	2 or 5 units
	<hr/> 16 units

## MINORS

### ART

Lower Division .....	12 units
Art 1A—Design and Color .....	2 units
Art Ed. 19A—Public School Art .....	2 units
Art 2A—Elementary Freehand Drawing .....	3 units
Art 50A—Lettering .....	1 unit
Art 27—Elementary Crafts (1) and	
Art 57B—Basketry (1) .....	2 units
Art 51B—Applied Design (Toys) or	
Art 60B—Poster .....	2 units
Upper Division .....	8 units
Art Ed. 150—Introduction to Art Teaching .....	1 unit
Art Ed. 129A—Teachers Course in Art (Elementary)	2 units
Art Ed. 151A—Directed Teaching .....	1 unit
Art 120A-B—Art Appreciation and History .....	2 units
Art 107—Stage Craft (2) or	
Art 147A—Weaving (1) and	
Art 137B—Pottery (1) .....	2 units

### ENGLISH

Lower Division .....	12 units
English 18A-B—English Composition .....	6 units
English 82A-B—History of English Literature .....	6 units
Upper Division .....	9 units
English 122—Shakespeare .....	3 units
English 180—Poetry .....	3 units
English 217—Chaucer or	
English 231—Spencer or	
English 247—Milton .....	3 units

## FOREIGN LANGUAGES

## French

## Lower Division—

Four years of high school work (5 hours per week) in French or College courses as follows:

Fr. 1A-B—Elementary French -----10 units

Fr. 2A-B—Intermediate French ----- 6 units

It is suggested that the student take in addition at least one semester of lower Division directed reading,

Fr. 30A or 30B—Directed Reading----- 2 units

Upper Division -----10 units

Fr. 101A-B—Conversation and Composition----- 4 units

Fr. 112A-B—The Nineteenth Century----- 6 units

## Spanish

## Lower Division—

Four years of high school work (5 hours per week) in Spanish, or college courses as follows:

Sp. 1A-B—Elementary Spanish -----10 units

Sp. 2A-B—Intermediate Spanish ----- 6 units

It is suggested that the student take in addition at least one semester of lower division directed reading,

Sp. 50A or 50B—Directed Reading----- 2 units

Upper Division -----10 units

Sp. 102A-B—Conversation and Composition----- 4 units

Sp. 110A-B—The Nineteenth Century ----- 6 units

## HISTORY

Lower Division -----12 units

History 2A-B—History of Western Europe, or

History 3A-B—History of the Americas----- 6 units

Pol. Sci. 1A-B—Government, or

Econ. 1A-B—Principles of Economics----- 6 units

Upper Division ----- 9 units

Nine units of any Upper Division History.

Pol. Sci. 1A-B fulfills the state requirement in Constitution and American Ideals.

If Econ. 1A-B is chosen in the Lower Division, the state requirement in Constitution and American Ideals may be met in Upper Division by taking Hist. 102A-B as 6 units of the 9 required.

# HOME ECONOMICS

## Domestic Science

Lower Division ----- 9 units

Sci. 5—Organic Chemistry ----- 3 units

Sci. 50B—Bacteriology ----- 2 units

H.S. 1—Elementary Food Study ----- 3 units

H.S. 3A—Household Management (cleaning processes) ----- 1 unit

Upper Division ----- 8 units

H.S. 101—Advanced Food Study ----- 3 units

H.S. 107B—Serving ----- 2 units

H.E. Ed. 122A—Teaching Methods (Domestic Science) ----- 2 units

H.E. Ed. 131A—Supervised Teaching (D.S.) ----- 1 unit

## Domestic Art

Lower Division ----- 10 units

Sci. 101A—Textile Chemistry ----- 2 units

Art. 1A—Design and Color ----- 2 units

H.A. 1—First Principles of Clothing ----- 3 units

H.A. 90—Study of Textiles ----- 2 units

H.A. 3B—Household Management (Laundry) ----- 1 unit

Upper Division ----- 8 units

H.A. 101B—First Principles of Clothing ----- 3 units

H.A. 112—Millinery ----- 2 units

H.A. Ed. 122B—Teaching Methods (Domestic Art) ----- 2 units

H.A. Ed. 131B—Supervised Teaching (Domestic Art) ----- 1 unit



**INDUSTRIAL EDUCATION****Mechanical Drawing**

Lower Division	-----	11 units
Ind. Ed. 2—Instrumental Drawing	-----	2 units
Ind. Ed. 4—Elementary Machine Drawing	-----	3 units
Ind. Ed. 3—Elementary Architectural Drawing	-----	3 units
Ind. Ed. 11—Foundations of Woodworking	-----	3 units
Upper Division	-----	9 units
Ind. Ed. 104—Related Mechanical Drawing	-----	2 units
Ind. Ed. 148—Teaching Problems in Industrial Arts Education	-----	3 units
Ind. Ed. 151—Supervised Teaching	-----	2 units
Ind. Ed. 144—General Metal Shop	-----	2 units

**Woodwork**

Lower Division	-----	11 units
Ind. Ed. 1—Elementary Freehand Drawing	-----	2 units
Ind. Ed. 2—Instrumental Drawing	-----	3 units
Ind. Ed. 11—Foundations of Woodworking	-----	3 units
Ind. Ed. 10—Elementary Furniture Construction	-----	3 units
Upper Division	-----	9 units
Ind. Ed. 108—Advanced Cabinet Making and Millwork	-----	3 units
Ind. Ed. 148—Teaching Problems in Industrial Arts Education	-----	2 units
Ind. Ed. 151—Supervised Teaching	-----	2 units
Ind. Ed. 142—Study of Occupations, or	-----	
Ind. Ed. 143—Vocational Guidance	-----	2 units

**Industrial Arts for Elementary Schools**

Lower Division	-----	9 units
Ind. Ed. 1—Elementary Freehand Drawing	-----	2 units
Ind. Ed. 22—Elementary Woodwork	-----	2 units
Ind. Ed. 2—Instrumental Drawing	-----	3 units
Art Ed. 19A—Public School Art	-----	2 units
Upper Division	-----	9 units
Ind. Ed. 129—Industrial Arts in Elementary Schools	-----	2 units
Ind. Ed. 126—Art Metal Work	-----	2 units
Ind. Ed. 151—Supervised Teaching	-----	2 units
Ind. Ed. 102—Architectural Drawing and Design, or	-----	
Ind. Ed. 144—General Shop Activities, or	-----	
Ind. Ed. 124—Reed Furniture Construction	-----	3 units

### Electrical Work

Lower Division .....	11 units
Ind. Ed. 1—Elementary Freehand Drawing.....	2 units
Ind. Ed. 2—Instrumental Drawing .....	3 units
Ind. Ed. 31—Machine Shop Practice.....	3 units
Ind. Ed. 130—Electrical Construction .....	3 units
Upper Division .....	9 units
Ind. Ed. 132—Advanced Electrical Construction...	2 units
Ind. Ed. 26—Applied Mathematics .....	2 units
Ind. Ed. 151—Supervised Teaching .....	2 units
Ind. Ed. 148—Teaching Problems in Industrial Arts Education .....	3 units

### General Metal Work

Lower Division .....	12 units
Ind. Ed. 1—Elementary Freehand Drawing.....	2 units
Ind. Ed. 2—Instrumental Drawing .....	3 units
Ind. Ed. 31—Machine Shop Practice.....	3 units
Ind. Ed. 113—Sheet-metal Work .....	2 units
Ind. Ed. 126—Art Metal Work.....	2 units
Upper Division .....	9 units
Ind. Ed. 134—Fundamentals of Automotive Machinery .....	3 units
Ind. Ed. 144—General Shop Activities.....	2 units
Ind. Ed. 151—Supervised Teaching .....	2 units
Ind. Ed. 148—Teaching Problems in Industrial Arts Education .....	2 units

## MUSIC

## Public School Music

Lower Division -----10 units

Prerequisite: Ability to sing a simple song.

Music 1—Principles of Music ----- 2 units

Music 6A-B—Voice ----- 2 units

Music 3A-B—Elementary Harmony ----- 6 units

Upper Division -----10 units

Music 101—Music Education ----- 2 units

Music 106A-B—Voice ----- 2 units

Music 108A-B—Choral Music ----- 2 units

Music 104A-B—History and Appreciation of Music 4 units

## Orchestra and Band Instruments

Lower Division -----10 units

Prerequisite: Ability to play a string or wind instrument.

Music 1—Principles of Music ----- 2 units

Music 3A-B—Elementary Harmony ----- 6 units

Music 20A-B—Wind and String Instrument Class 2 units

Upper Division -----10 units

Music 103A-B—Advanced Harmony ----- 6 units

Music 109A-B—Orchestra ----- 2 units

Music 120A-B—Conducting ----- 2 units

# PHYSICAL EDUCATION

## Men

Lower Division .....	5 units
P.E. 56—Calisthenics, Marching Tactics, Gymnasium Dancing, Group Games, or	
P.E. 51A-B—Elementary Activities and Health Education .....	2 units
P.E. 54—Boxing ( $\frac{1}{2}$ )	
P.E. 55—Wrestling ( $\frac{1}{2}$ )	
P.E. 56—Calisthenics, etc., (2)	
P.E. 57—Gymnastic Stunts (2)	
P.E. 62—Track (1)	
P.E. 67—Football (1)	
P.E. 72—Basketball (1)	
P.E. 74—Baseball (1)	
P.E. 76—Swimming (1)	
P.E. 78—Tennis (1)	
Select from above .....	3 units

Upper Division .....	8 units
P.E. 103—Administration of Physical Education in Elementary Schools, or	
P.E. 110—Practice Teaching .....	1 unit
P.E. 150—Principles of Physical Education.....	3 units
P.E. 152—Administration of Physical Education in Secondary Schools .....	2 units
Ed. 177—Growth and Development of the Child....	2 units

## Women

Lower Division .....	6 units
P.E. 3A-B—Activities of First and Second Grades, Games, Stunts and Health Education, Folk Dancing and Formalized Drill	2 units
P.E. 4A-B—Athletic Activities and Athletic Games, Team Games, Apparatus and Advanced Stunts and Dancing....	2 units
P.E. 36—Special Elective Practice.....	2 units
Upper Division .....	9 units

P.E. 103—Administration of Physical Education in Elementary Schools .....	2 units
P.E. 111—Methods in Class Procedure in Physical Training Activities .....	2 units
P.E. 114—Corrective and Preventive Gymnastics....	2 units
P.E. 130—Administration of Physical Education in Secondary Schools .....	3 units

**SCIENCE****Zoology**

Lower Division ----- 13 units

- Sci. 1A—General Inorganic Chemistry, or  
 Sci. 20A—General Physics ----- 3 units  
 Sci. 60A-B—General Zoology ----- 10 units

Upper Division ----- 8 units

- Sci. 170—Principles of Biology ----- 3 units  
 Sci. 160—Entomology ----- 1 unit  
 Sci. 139A-B—Science Methods ----- 2 units  
 Sci. 140—Supervised Teaching ----- 2 units

**Botany**

Lower Division ----- 11 units

- Sci. 1A—General Inorganic Chemistry, or  
 Sci. 20A—General Physics ----- 3 units  
 Sci. 40A-B—General Botany ----- 8 units

Upper Division ----- 10 units

- Sci. 155—Bacteriology ----- 3 units  
 Sci. 170—Principles of Biology ----- 3 units  
 Sci. 139A-B—Science Methods ----- 2 units  
 Sci. 140—Supervised Teaching ----- 2 units

**Physiology**

Lower Division ----- 9 units

- Sci. 1A—General Inorganic Chemistry, or  
 Sci. 20A—General Physics ----- 3 units  
 Sci. 50A-B—Physiology ----- 6 units

Upper Division ----- 9 units

- Sci. 150—Advanced Physiology ----- 2 units  
 Sci. 170—Principles of Biology, or  
 Sci. 155—Bacteriology ----- 3 units  
 Sci. 139A-B—Science Methods ----- 2 units  
 Sci. 140—Supervised Teaching ----- 2 units

**Chemistry**

Lower Division ----- 9 units

- Sci. 1A-B—General Inorganic Chemistry, or  
 Sci. 2A-B—General Inorganic Chemistry ----- 6 units  
 Sci. 5—Organic Chemistry ----- 3 units

Upper Division ----- 9 units

- Sci. 100—Physiological Chemistry, or  
 Sci. 105A—Quantitative Analysis ----- 3 units  
 Sci. 101A—Food Chemistry, or  
 Sci. 101B—Textile Chemistry ----- 2 units  
 Sci. 139A-B—Science Methods ----- 2 units  
 Sci. 140—Supervised Teaching ----- 2 units

## DESCRIPTION OF COURSES

---

### ART

MARY E. T. CROSWELL  
AUSTINE I. CAMP  
RUTH M. DOOLITTLE, B.A.  
ISABEL MORTON FISH  
FRED L. GRIFFIN, B.A.  
ROY LAWHORNE

### LOWER DIVISION COURSES

#### **Art 1A. Design and Color (2).**

The principles of art structure as developed in design and color are the foundation of all art work. Problems are given involving original studies in spacing, line, composition and color harmony, as applied to borders, surfaces and textiles.

#### **Art 2B. Elementary Freehand Drawing (2).**

Lectures are given on freehand perspective, followed by practical application of the principles to the sketching of objects, interiors, exteriors, street scenes and landscapes, in accented outline and light and shade. Pencil rendering.

#### **Art Ed. 19A. Public School Art (2).**

Offered for the general professional department. The problems are arranged to meet the needs of elementary school teachers. They are based upon the principles of design, and, where possible, are developed with industrial application.

Poster, furniture, fabric, and toy designs are developed through paper cutting, and made with paper, cardboard, or other suitable material.

Stick and linoleum block printing in practical problems with color on paper and cloth.

Modeling animals, tiles, and small figure compositions, with plasticine and casting in plaster.

Problems in sewing and making booklets and covering boxes.

All problems have an industrial application. Prerequisite: Art 1A.

#### **Art 50A. Lettering (1).**

Instruction in fundamental principles of lettering, using pencil, brush, and pen in their application to poster, illumination, and illustration. Design the basis of fine lettering.

#### **Art 51B. Applied Design (Toys) (2).**

The principles of design and color applied in original patterns for toys, constructed with carboard, beaver-board, and wood. Painted with poster and enamel paint. Prerequisite: Art 1A-2B.



**Art 52A. Water Color Painting (2).**

Still life compositions in water color. Prerequisite: Art 2B.

**Art 57B. Basketry (1).**

This course deals with the preparation of materials, including dyeing and staining. Instruction is given in making sewed and woven baskets from original designs. Raffia, reed, and native materials are used.

The handicraft arts of the American Indians, and other peoples, both ancient and modern, are studied. Collections of photographs, or tracings, are made and reports given.

**Art 60B. Poster (2).**

The principles of advertising are studied and various types of designs are made with application to the commercial and theatre poster in black and white and color. Prerequisite: Art 1A-2B-50A.

**Art 27. Elementary Crafts (1).**

Problems in making and pasting carried out in binder's board, paper, and silk—desk sets, glove boxes, and letter portfolios.

### UPPER DIVISION COURSES

**Art 101B. Advanced Design and Color. 1A Prerequisite (2).****Art 107A. Stage Craft (2).**

Problems of color, costume, and lighting for the staging of plays, developed to scale in miniature, and, when possible, executed in full proportions. Prerequisite: Art 1A and 2B.

**Art 111A. House Design (2).**

Lectures on the history and appreciation of architecture and studies of exteriors and interiors as applied to the home. A study of the materials used in house construction; drawing original plans to scale.

**Art 113A. Interior Decoration and House Furnishings (2).**

Lectures on appreciation of art in the home with practical application of the principles of design and color used in decorating and furnishing. This course includes the choosing of wall coverings, furniture, rugs, hangings, china, and the study of period furniture. Training is given in rendering elevations and perspective in color through problems involving the treatment of walls, floors, ceiling, and furniture. Prerequisite: Art 1A.

**Art 120A. Art Appreciation and History (1).**

Illustrated lectures on the history of architecture, sculpture, and painting.

**Art 120B. Art Appreciation and History (1).**

Prerequisite: Art 120A. Text for 120A-B *Art Through the Ages*—Gardner.

**Art 121B. Costume Design (2).**

Study of mass, line, and composition in relation to the human figure as applied to costume. Original designs are made for the modern house and street costume, as well as for stage, festival, and pageantry. Pencil, ink, and water color rendering. Lecture on historic costumes. Prerequisite: Art 1A.

**Art 127B. Bookbinding (1).**

Prerequisite: Art 27. Instruction in the mending, sewing, and binding of books.

**Art Ed. 129A. Teachers' Course in Art (Elementary) (2).**

A study of the methods of teaching art in elementary schools. Making original problems, and developing courses of study.

**Art Ed. 129B. Teachers' Course in Art (Secondary) (2).**

A study of the methods of teaching art in secondary schools. Making of courses of study and the collection of illustrative material.

**Art 131B. Applied Design (Textiles) (2).**

Original designs are applied to textiles and other materials. Emphasis is given to printing on textiles; all hand-processes are used, such as wood-block and linoleum printing, stenciling, batik, tie, and dyeing. Prerequisite: Art 1A and 101B.

**Art 137B. Pottery (4).**

A study is made of the composition of clays and glazes; hand building and decorating forms from original designs; casting and pouring of forms. Actual practice in using the kiln.

**Art Ed. 145. Organization, Objectives, and Supervision of Instruction in Art Education (3).**

In this course particular attention will be given to the function of the Art Supervisor in Elementary Education and the relationship to the principal and teachers in such a system.

General principles affecting classroom teaching of art, teachers' meetings and personal conferences with teachers will be discussed.

**Art 147A. Weaving (1).**

This course takes up the principles and processes of weaving from earliest times. Looms are assembled and put into working order; small looms for making Oriental rugs and woven tapestry are constructed, and weaving by cards is illustrated. Students may exercise personal choice in use of materials and of articles woven.

**Art 147B. Weaving (1).**

This course affords practice in the various methods by which the craft becomes an expression of art—employing color, line, and texture as a medium; it covers the ground from mere weave effects to the coverlet—types of weaving, overshot, double faced and double woven fabrics. The place of weaving in the history of civilization is discussed. Prerequisite: Course 147A1.

**Art Ed. 150. Introduction to Art Teaching (1).****Art Ed. 151A-151B. Directed Teaching (2) (3).**

Teaching of design, drawing, painting, modeling, and art crafts in the elementary and secondary schools. Written lesson plans, prepared materials, and discussions.

**Art 152A. Advanced Drawing (2).**

Lectures on anatomical construction of the human figure, application, drawing from life, head and costumed model, charcoal, chalk.

**Art Ed. 155. Problems of Supervision in Art Education (3).**

Methods and specific problems involved in the effective supervision of art education, type projects in courses of study, teachers' schedules, evaluation of teachers' efficiency, and office organization will be the basis of this course.

**Art 157A. Leather Tooling (2).**

Original designs developed in leather tooling and staining applied to the making of bags, purses, and book covers. Modern and antique styles studied.

**Art 162A. Landscape Painting—Oils (2).**

Painting in oil, landscape composition. Prerequisite: Art 2B.

**Art 164B. Sculpture (2).**

Modeling from cast and life—casting.

**Art 172B. Mural Decoration (2).**

Decorative compositions in various media, applied to the beautifying of wall spaces in the home and in public buildings. Prerequisite: Art 152A and Art 162A.

**Art 177B. Jewelry (2).**

Making of buckles, fobs, chains, necklaces, rings, setting of stones, polishing and finishing of metal, coloring by chemical methods.

**Art 182B. Life Drawing (2).**

From life, head and costumed figure, figure composition. Charcoal. Prerequisite: Art 162A.

**Art 187B. Art Needlework (2).**

The construction and application of various stitches, affording a medium for reproducing designs on clothing, articles for interior decoration, millinery, and all problems to which needlework is applied. Prerequisite: Art 1A.

**EDUCATION**

CHARLES L. JACOBS, Ph.D.  
LAURA SPECHT PRICE, M.A.  
ELIZABETH BISHOP, M.A.  
EDITH M. LEONARD, B.E.  
ELSIE A. POND, M.A.  
ROBERT WORMSER, B.A.  
NETTIE A. MAURER, M.A.  
MARGARET M. BURKE, B.A.

**LOWER DIVISION COURSES****Ed. 57. Introduction to the Study of Education (3).**

An orientation course dealing in a general way with the aims and objectives of education, the historical background for the development of our present school systems, the high lights in our past and present educational theory and philosophy, and the broad outlines of school and curriculum organization and administration.

**UPPER DIVISION COURSES****Ed. 117. History of Education in the United States (2).**

A study and interpretation of American educational progress and current practice. It deals with the more important problems of present day education in the light of their historical development. Readings, reports, discussions.

**Ed. 120X. New Procedure in Teaching Reading (2).**

The object of this course is to review the recent developments in teaching reading which have resulted from several carefully conducted scientific experiments.

**Ed. 127. Kindergarten-Primary Education (2).**

Genetic treatment of the home and school life of the child from infancy through the fifth year, with consideration of the special characteristics of this stage of development and applications to the problems of the kindergarten curriculum.

**Ed. 136A. Educational Tests and Measurements (2).**

An elementary course in examination methods in modern school practice. It discusses the difference between testing and teaching, the significance of standardization, and gives some practice in the simpler pedagogical and group mental measurements, with emphasis on simple diagnosis.

**Ed. 136B. Educational Measurements (3).**

An advanced course in examination methods; laboratory work; individual mental measurements; diagnostic methods. Opportunity for advanced students to do supervised research work.

**Ed. 137. Educational Statistics (2).**

The application of the theory of statistics to measurements in the field of education. The collection and tabulation of data, the theory of averages, of variability, of correlation, and the use of the frequency curve. Graphic representation of statistical data.

**Ed. 139. Public Education in California (2).**

General problems of school administration discussed from the functional standpoint, as related to the California school system and its laws. Fulfills the state credential requirement in school law.

**Ed. 157. Educational Periodicals (1).**

A study of current magazine material in the field of education. Readings, discussions, reports.

**Ed. 165A. Elementary Educational Procedure (3).**

Reading, phonetics, language, spelling, handwriting.

Application of the principles of psychology and education to the organization of material. Observation and critical study of current technique in teaching; study of state texts.

**Ed. 165B. Elementary Educational Procedure (3).**

Arithmetic, history, geography. Continuation of Ed. 165A.

**Ed. 166. Introduction to Teaching (2). (Prerequisite to Ed. 167A.)**

An observation, participation, conference course, dealing with elementary school and classroom management.

**Ed. 167A-B. Supervised Teaching Elementary School (8).**

Practical experience in the field. Observation and critical study of method; participation, organization of subject matter into lesson plans; instruction of typical groups of children; individual and group conferences and discussions. Ed. 166 is prerequisite.

**Ed. 168. Introduction to Teaching (2).**

Observation of classroom activities and limited participation as a prerequisite to Ed. 169A.

**Ed. 169A-B. Supervised Teaching Junior High School (8).**

Practical experience in the field. Observation and critical study of method; participation, organization of subject matter into lesson plans; instruction of typical groups of children; individual and group conferences and discussions. Ed. 168 is prerequisite.

**Ed. 170X Philosophy of Education (2).**

An intensive study of education in relation to life. Readings, reports, and discussions aiming toward formulation of a working philosophy of education for the life needs of today. Required for the administration and supervision credentials.

**Ed. 171X. The Principal and His School (3).**

The opportunities and responsibilities of a modern school principal. Means of securing improvement in instruction; classification and promo-



tion of pupils; retardation; effective use of the school plant; program making; extra-curricular activities.

**Ed. 172. Ethics for Teachers (2).**

An examination of the underlying principles of teacher relationship and of teacher-patron and teacher-social problems. A study of professional standards as they relate both to life and to the school.

**Ed. 172X. Modern Practice and Experiments in Education (2).**

This course will set forth the important new practices and the better known experiments in education now being carried on. The object will be to evaluate these practices and experiments in terms of theory, practice, and results.

**Ed. 173. Secondary Education (2).**

A special study of the objectives, curriculum, and methods of the American secondary school in the light of its historical development and European backgrounds. Related to the problems of the junior high school and elementary school on the one hand and to the problem of higher education on the other.

**Ed. 174A. Principles of Junior High School Education (3).**

Principles of education as applied to the junior high school problem. The place and function of the junior high school, the character of its pupils, its organization and course of study, and its relation to the elementary school and to the senior high school.

**Ed. 174B. Junior High School Procedure (3).**

Modern procedure in classroom practice in junior high schools. The project method, the socialized recitation, examination and testing methods, teaching how to study will be subjects for special consideration.

**Ed. 174C. The Administration of a Junior High School (3).**

The special purpose of this course is to review the development of the junior high school, study the existing forms of organization, give information as to its special functions, and to advise as to curricula and courses of study, methods of teaching, grouping, assigning courses, and administration and scheduling of classes.

**Ed. 174X. School Administration and Supervision (3).**

The object of this course is to distinguish between the functions of administration and supervision, and to lay down principles necessary for the efficient conduct of a school. Selection and rating of teachers, curriculum making, etc.

**Ed. 175. Educational Psychology (3).**

The principles of psychology in relation to the educative process. The original nature of man and his development, with emphasis on individual differences due to environment and heredity and their influence upon the acquisition of knowledge, skills, attitudes, and appreciations.

This course requires as prerequisite a knowledge of general psychology.



**Ed. 176. Advanced Educational Psychology (2).**

A course offered for students who have shown exceptional ability in the educational psychology course. Each student will elect and pursue throughout the term some particular problem of special interest.

**Ed. 176X. Psychology of Elementary School Subjects (2).**

A study of the laws of learning as applied to the teaching of various school subjects with special attention to the most recent experiments and latest findings.

**Ed. 177. Growth and Development of the Child (2).**

The mental and physical growth and development of the school child in relation to school adjustment, with special emphasis on the physical basis of education, the general laws of growth, physical defects, the health of the school child, and preventive mental hygiene.

**Ed. 178. Educational Sociology (2).**

The influence of the nature of our form of society and government upon the character of our schools. The way groups operate and the consequence of this operation as it affects school work. The school as an agency of meeting and effecting social changes.

**Ed. 180. Character Education (2).**

A study of the various means employed to inculcate the habits of conduct deemed essential to effective living in a democratic society and an evaluation of the different methods used to foster moral living.

**Ed. 181. Parent-Teacher Contacts (2).**

This course is designed to familiarize teachers with the problems involved in helping parents to correct the child's home and school maladjustments. The methods of case work will be studied as well as how various institutions may contribute to the welfare of the non-social child. Consideration will be given to the use of positive methods on the part of parents in promoting habit behavior, self-control, and other desirable qualities.

## ENGLISH

WILLIAM ASHWORTH, M.A.  
WILLIAM C. MAXWELL, PH.D.  
MARY MARGARET AMBROSE, B.A.  
ROBERT WORMSER, B.A.  
KENNETH GOEBEL, B.A.

### English A (non-credit).

Webster's Collegiate Dictionary is necessary for all courses in the English Department.

English A is the course prescribed for students who have received unsatisfactory grades in Subject A (entrance examination in English Composition). Fee, \$10, to be repeated each time the student takes the course.

## LOWER DIVISION COURSES

### Freshman Year

#### English 15A-B. Public Speaking (3-3).

Practice in oral rhetoric; exposition and argumentation; organization and presentation of suitable platform speeches.

#### English 18A-B. Freshman Composition (3-3).

A study of the mechanics of composition; constant practice in theme writing; an attempt to develop good taste and an adequate expression in English; assigned readings; personal conferences.

### Sophomore Year

Second-year English presupposes the obtaining of a satisfactory grade in English 18A-B. Otherwise, the permission of the departments must be secured before enrollment.

#### English 80. World Literature (3).

Lectures and assigned readings in translation of some of the world's literary masterpieces, both ancient and modern. The material used will vary from year to year.

#### English 81A. American Literature (3).

A general survey of American literature, with detailed attention to the more important writers in the colonial and national periods.

#### English 82A-B. English Literature (3-3).

A historical survey of the classics of English literature, with special attention to the rise and evolution of typical literary forms, and of their relation to political, economic, and cultural backgrounds.

#### English 83. Short Story (3).

The reading of some of the classics in this field; the elaboration of plots and the writing of short stories based upon material developed by the

members of the class. Prerequisite: A grade of at least B in English 18A-B.

#### **English 84. Essay (3).**

The reading and discussion of essays, for the most part modern, planned to give an understanding and an appreciation of this type of literature; the preparation of magazine articles, literary, and dramatic criticisms both formal and informal in character. Prerequisite: A grade of at least B in English 18A-B.

#### **English 85. Writers of Today (3).**

A survey of contemporary English literature; discussions of current tendencies; required readings.

#### **English 87. Bible as Literature (3).**

Representative parts of the Old and New Testaments studied as literature.

#### **English 88. Critical Theory (3).**

A chronological study in the literature of English and American criticism, with readings from Dryden, Coleridge, Pater, Shaw, Spingarn, Mencken, and others. Consideration will be given to the theories of Tolstoi, Brandes, France, Schopenhauer, Hoyt, Croce, and other modern critics.

### **UPPER DIVISION COURSES**

#### **Junior Year**

English courses from 120 to 189, inclusive, presuppose junior standing. In exceptional cases students with 12 hours of work whose standing is satisfactory may register in junior classes. In any event such work will count for Lower Division credit only.

#### **English 120. Modern Drama (3).**

A study of contemporary English and continental drama, based upon the reading, discussion, and criticism of significant plays; modern theories of stagecraft; the technique of the contemporary theater and possible tendencies of the drama. (This course may be taken to advantage with English 129.)

#### **English 122. Shakespeare (3).**

Rapid reading of at least 15 of the more important plays, chosen in chronological order, from the Shakespearian canon. Lectures, discussion, weekly reports, and special assignments. This course is required of all English majors.

#### **English 123. The Modern Novel (3).**

A survey of current fiction in England and America; changing aspects of the recent novel; contemporary philosophy in the guise of fiction. Lectures, discussions, reports, bibliography.

**English 129. Pageantry and Play Production (3).**

Origin and development of pageantry; subjects suitable for community expression in pageant form; a general study into the mechanical possibilities and limitations of the modern theater; construction of models, stage settings, and properties. (This course may be taken to advantage with English 120.)

**English 180. Poetry (3).**

The study of the appeal, content, forms, and methods of poetry; its possibilities as a vehicle for the interpretation of life; a study of types

**English 187J. Children's Literature (2).**

Sources of juvenile literature; folk tales; histories, scientific and geographical tales; modern children's stories; reorganization of typical examples into good dramatic form; the pageant as an outgrowth of folk-culture.

**English 188A-B. Eighteenth Century Literature (3-3).**

The Restoration and its influences; Dryden, Shaftsbury, and other forerunners of romanticism; Johnson and his circle; the rise of romanticism and its triumph; Burns, Wordsworth, Coleridge, Scott, Byron, Keats, and Shelley.

**English 189. History of the English Language (3).**

A general survey of the English language; its relation to other languages; the chief periods; the development of forms, sounds, and meanings, and foreign influences.

**English 190. Philosophy in English Literature of the 19th Century (3).**

The philosophic theories, expressed and implied, in the great writers of the last century; their attitude toward mysticism, free will, mechanism, materialism, fate, idealism, etc.

### Senior Year

Designed primarily for English majors with Senior standing. Seniors in other departments may enroll in the following courses, however, upon satisfying the department as to their preparation.

**English 217. Chaucer (3).**

The poems of Chaucer, with special attention to *The Canterbury Tales*, and the *Troilus and Criseyde*; important contemporary writers.

**English 231. Spenser (3).**

Spenser as "a gateway to the renaissance;" the religious, political, and cultural background of sixteenth century Europe; the problems of Tudor England as revealed in Spenser; a careful reading of *The Faerie Queene* and other poems.

**English 247. Milton (3).**

A rapid survey of the epic as developed by Homer, Virgil, Dante, and Milton; an intensive study of *Paradise Lost*, *Paradise Regained*, and

*Samson Agonistes*; Milton as a writer of prose; his influence on the thought and poetry of succeeding generations; the modern epic.

**English 251. Old English (3).**

Grammar and translation of selected passages.

**English 253. Middle English (3).**

Grammar and translation of selected passages.

**English 298. Seminar (Honor Course) Credits to be arranged.**

The English seminar is planned for independent study and research for such students who, in the opinion of the English department, are deemed equal to its demands. *Eligibility.*—Enrollment is possible only through invitation of the department and not through the choice of the student. Generally speaking, those undergraduates will be considered who have obtained at least their junior standing, and who are in the upper quartile. No definite number of units can be stated for this work, these varying with the demands of individuals.

**English 299. Comprehensive Review. Credits to be arranged.**

This course is intended only for Juniors and Seniors who are candidates for the A.B. degree. It consists of examinations, oral and written, as the department may determine. No student will be recommended for graduation who has not worked seriously in this class.

**Extra unit course.**

Qualified students may take an extra unit of independent work in connection with any course in which such students enroll, by permission of the department. The college reserves the right, however, to withhold such extra unit credit until the same is satisfactorily obtained.

**FOREIGN LANGUAGES**

**EDA RAMELLI, B.A., M.A.**

**French**

**LOWER DIVISION COURSES**

**Fr. 1A-B. Elementary French (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in French.

**Fr. 2A. Intermediate French (3).**

Advanced grammar, composition. Reading of French prose and discussion in French. Prerequisite: Course 1B or three years of high school French. Two years of high school French with grades of A or B may sometimes be accepted.

**Fr. 2B. Intermediate French (3).**

Continuation of course 2A. Prerequisite: Course 2A.

**Fr. 30A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school French.

**Fr. 40A-B. Directed Reading (2-2).**

Prerequisite: Course 30A-B.

**UPPER DIVISION COURSES**

**Fr. 101A-B. Conversation and Composition (2-2).**

**Fr. 112A-B. Advanced French (3-3).**

Reading and discussion in the foreign language of 19th century French drama, novel, and poetry.

**Spanish**

**LOWER DIVISION COURSES**

**Sp. 1A-B. Elementary Spanish (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in Spanish.

**Sp. 2A. Intermediate Spanish (3).**

Advanced grammar, composition. Reading of Spanish prose and discussion in Spanish. Prerequisite: Course 1B or three years of high school Spanish. Two years of high school Spanish with grades of A or B may sometimes be accepted.

**Sp. 2B. Intermediate Spanish (3).**

Continuation of course 2A. Prerequisite: Course 2A.

**Sp. 50A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school Spanish.



**Sp. 60A-B. Directed Reading (2-2).**

Prerequisite: Courses 50A-B.

#### UPPER DIVISION COURSES

**Sp. 102A-B. Conversation and Composition (2-2).**

**Sp. 110A-B. Advanced Spanish (3-3).**

Reading and discussion in the foreign language of 19th century Spanish novel, drama, and poetry.

**HOME ECONOMICS**

CHARLOTTE P. EBBETS  
WINIFRED M. FRYE, B.S.  
ALICE V. BRADLEY, B.S.  
FLORENCE L. CLARK, M.A.  
EDITH O. CHURCHILL, B.A.

**Household Science****LOWER DIVISION COURSES****H.S. 1. Elementary Food Study (3).**

Lecture, recitation, and laboratory practice. This course involves technical work in cookery based upon scientific principles, together with a study of foods from the historical, economic, and nutritive standpoints. The special aim is to acquaint the prospective teacher with correct methods of conducting food study and work in school training for the home. Prerequisites: Inorganic Chemistry; Physics.

**H.S. 2. Advanced Food Study (3).**

Lecture, recitation, and laboratory practice. This course is a continuation of course 1, with elaboration of processes. It includes practical work in food preservation as well as in the preparation of simple diets for invalids. Prerequisites: Organic Chemistry; Bacteriology.

**H.S. 10. Nutrition and Health (2).**

Lectures designed for the general professional students and housewives. The course includes a study of the essentials of a balanced diet for children and adults; school lunches; digestion; excretions and elementary metabolism; malnutrition, its causes, symptoms, and remedies. No prerequisites.

**H.S. 10X. Large Quantity Cookery (1).****H.E. 102B. Home Economics Methods (2).**

A course arranged to meet requirements for a minor in Home Economics. It involves a study of methods for teaching certain subjects listed as a minor in Home Economics.

**UPPER DIVISION COURSES****H.S. 102Y-Z. Large Quantity Cookery (1-1).**

This course enables every student in the department to gain the necessary experience in purchasing supplies, arranging menus, and preparing food in large quantities for school lunchrooms. Each student assists in turn with the preparation of the noon meal at the college cafeteria. Practical administration problems require that this course be divided into three sections known as X, Y, and Z. Prerequisites: Courses 1, 103A-B.

**H.S. 103A-B. Dietetics and Nutrition (2-3).**

Lecture, recitation, and laboratory practice. These courses involve the study of nutrition based upon the physical needs of the individual, singly or in groups, according to mode of living, occupation, and income; under conditions of usual health, or when suffering from various physical disorders. Prerequisites: Courses 1 and 2; Organic Chemistry; Physiological Chemistry.

**H.S. 104. Household Management (2).**

Lecture and laboratory practice. This course treats of the various types of household activities involved in the care and upkeep of the house; the study of cleansing agents; the systematic planning of the daily routine; including also the processes of laundering and the study of laundry equipment; a study of the efficiency and comparative cost of different cleansing agents. Prerequisites: Inorganic, Organic and Textile Chemistry.

**HS. 105. Household Administration (2).**

Lectures and problems. This course deals with household accounting and economics of the home. It accepts housekeeping and homemaking as a profession, and considers division of income; necessity for and practical methods of keeping individual accounts; high cost of living with suggestions as to the probable causes and possible methods of reformation; the cost of materials and labor involved in furnishing and maintaining a home.

**H.S. 106A. Child Care and Health (2).**

Designed for those preparing to give instruction in the care of children. A study is made of the causes and effects of malnutrition; height and weight standards; methods of judging nutrition, and the laws of health. Methods by which the school can improve the health of children through activities. Prerequisites: First semester of Dietetics and Nutrition.

**H.S. 106B. Hygiene, Home Nursing (2).**

Lectures and laboratory. This course deals with the prevention and care of illness. Methods of rendering first aid; care of sick room, etc., and aims to fit the girl to do emergency nursing in the home.

**H.S. 107A. Demonstration of Foods (1).**

This course is arranged to meet the growing demand for professional demonstrators in the fields of food industries and advertising; the use of special kitchen and household equipment and labor-saving devices. It offers opportunities for each student to give a detailed discussion as to the merits, methods of preparation, and use of some specific dish or piece of equipment. Prerequisites: Foods H.S. 1 and 2.

**H.S. 107B. History of Table Appointments, and Meal Planning and Serving (2).**

Designed to offer an objective field for the application of the underlying principles and technique learned in the cooking laboratory together with

working out good selection and combinations of foods based upon dietary principles as applied to different groups of people.

Social and table etiquette including table manners is stressed and a historical survey is made of the evolution of all table appointments. Prerequisites: Foods H.S. 1 and 2, and Elementary Dietetics H.S. 103A.

#### **H.S. 108. Home Economics Survey (2).**

A history of Home Economics in its educative, governmental, legal, and general development aspects, with special attention to the constructive effect of the movement on the development of the American home. Special attention is paid to the coordinating of all allied subjects with the so-called Home Economics technical subjects.

#### **H.S. 109. Meal Planning (2).**

This course is designed for students from other departments in the college wishing to obtain units for a minor in Home Economics. It includes a study of proper food combinations for the making of menus; also prescribed methods of serving and rules of social etiquette. Prerequisite: Some knowledge of foods.

#### **H.E. Ed. 122A. Teaching Methods (Household Science) (2).**

A study of methods of teaching Home Economics, as applied in problems of food and cleaning, including methods of presentation of subject matter, reviews of typical courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching, and book reviews.

#### **H.S. 130. House Practice (2).**

A course dealing with the problems of home making. By living for a stated period of time in the practice house in a family group the students take up in rotation the actual duties involved in good housekeeping.

#### **H.E. Ed. 131A. Supervised Teaching (Household Science) (2).**

Experience in classroom teaching carried on under the supervision of expert teachers of household science. Classroom work, conference, and discussion. For all students in course working for degree or certificate.

#### **H.S. 132. Home Gardening and Landscaping (1).**

A course designed to prepare the student with an elementary knowledge of plant-life; laying out of small gardens, and gaining an appreciation of art in landscaping, through visiting the beautiful estates in this region.

#### **H.S. 134. Administration of Institutions (2).**

This is a lecture course for mature students who are training for the administration of various types of institutions. Only those students are admitted to it who give evidence of sound health, good judgment, and sufficient training in food work. Prerequisite: Household Science 1 and 2; Household Art 1X.

**Household Art****LOWER DIVISION COURSES****H.A. 1X. Principles of Sewing for Institutions (2).**

This course is designed for students training for the administration of institutions, and takes up the study of problems of special interest to them, such as: a study of textiles for the household; problems in mending, selection and making up of household linens, etc. Some discussion concerning personal clothing is also included.

**H.A. 90. Textiles (2).**

Development of the textile industry from primitive times to the present; study of the important fibres and materials made from them; art and economic considerations in selecting and purchasing of materials for clothing and household furnishings.

**UPPER DIVISION COURSES****H.A. 101A-B. First Principles of Clothing (3-3).**

A study of clothing based upon needs as brought out by a study of the clothing budget. Emphasis is laid upon selection, purchase, suitability, and care of clothing. Making of garments of simple construction, involving the use of cotton and linen materials. Discussion and making up of problems in household sewing. The course is designed primarily for the training of teachers, and methods of presenting the work in elementary and secondary schools are discussed in connection with each problem.

**H.A. 110A. Advanced Clothing (Wool) (2).**

General consideration of the economic problems in clothing production; practice in the making of a wool dress, silk blouse, and children's dresses. The aims are: greater independence, originality, and skill in handling different materials. Prerequisite: Household Art 1A-B.

**H.A. 110B. Advanced Clothing (Silk) (2).**

Complicated clothing construction involving application of principles in costume design and textiles. This course reviews all the processes taken in Household Art 1A, 1B, and 101A. The finished problems include a silk dress, and some garment emphasizing applied design.

**H.A. 112. Millinery (2).**

This course includes pattern work, the making and covering of wire, net, and willow frames, covering of commercial frame, trimming of hats.

Emphasis is laid upon principles of line and color harmony as applied to the individual. Prerequisite: Advanced Clothing.

**H.A. 120A. Dressmaking (2).**

A course designed to teach advanced technique in garment construction. The course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing and the influence of color and textile values on garment making.

**H.A. 120B. Tailoring (3).**

A continuation of advanced dressmaking. Problems are chosen with the idea of developing technique. Emphasis is placed on construction and design as well as the study of fabrics suitable for tailored garments.

**H.A. Ed. 122B. Teaching Methods (Household Art) (2).**

A study of methods of teaching home economics, as applied in problems of clothing and house furnishing; including methods of presentation of subject matter, reviews of typical courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching, and book reviews.

**H.A. Ed. 131B. Supervised Teaching (Household Art) (3).**

Experience in classroom teaching carried on under the supervision of expert teachers of household art. Classroom work, conference, and discussion. For all students working for a certificate or a degree.



## INDUSTRIAL EDUCATION

EMANUEL E. ERICSON, B.S.

WILLIAM L. RUST

FRED L. GRIFFIN, B.A.

ROY L. SOULES, B.A.

FLORENCE W. LYANS, B.A.

WILLIAM W. PETERS, M.A., M.S.

EARL F. WALKER, M.A.

SCHURER O. WERNER, B.A.

## LOWER DIVISION COURSES

### Ind. Ed. 1. Freehand Drawing (2).

A course giving fundamental theory and practice in freehand perspective, lettering, sketching, etc., with specific application to furniture, buildings, machinery, and fundamental principles of structural design.

### Ind. Ed. 2. Instrumental Drawing (3).

A course that embraces instruction and practice in the use of mechanical drawing instruments and in lettering. It includes also the solution of the geometric problems commonly met in mechanical drawing, shop sketching, and working drawing, and covers orthographic projection and isometric drawing. Students who have done two or more years' work in drawing in high school may make a substitution for this course.

### Ind. Ed. 3. Architectural Drawing (3).

This course covers the principles and practice of drawing as applied to furniture representation, architectural details, house planning, architectural and topographical drafting. Prerequisite: Ind. Ed. 2 or its equivalent.

### Ind. Ed. 4. Machine and Sheet Metal Drawing (3).

In this course special attention is given to machine drafting and sketching and to mechanisms and their various applications. The course includes also development of sheet-metal patterns. Prerequisite: Ind. Ed. 2 or its equivalent.

### Ind. Ed. 10. Elementary Furniture Construction (2).

This course is especially designed to cover the construction of such articles of furniture as can be made by students of the upper grades of the elementary or grammar school.

### Ind. Ed. 11. Foundations of Woodworking (3).

The object of this course is to give the student practice in the fundamental processes of bench work in wood and in the operation of the turning lathe, placing emphasis on correct methods, shop organization, care of tools, etc.

**nd. Ed. 12. Furniture Construction and Repair (3).**

In this course the student is able to get acquainted with the construction of the various types of home furniture and to get practice in the making and repairing of such furniture. Prerequisite: Ind. Ed. 2, 11.

**nd. Ed. 15A. Printing (3).**

The purpose of this course is to give the student practice in the more fundamental operations involved in straight composition, proofing, correcting, and imposition. A study made of type and type faces suitable or different effects. Platen presswork is also covered.

**nd. Ed. 15B. Printing (3).**

This course is a continuation of course 15A. It consists of some of the more advanced problems in composition, imposition, and presswork. A study is made of space relations and design in printing, and also of effects brought about by type selection, suitable paper stock, and color harmonies.

**nd. Ed. 18. Cement and Concrete Work (2).**

This course involves the study of the use of cement in its application to home building and decoration. Practice is given in form making for plain and decorative work, proportioning mixtures for different types of construction, applying various kinds of finishes, and the use of color in cement. Prerequisite: Ind. Ed. 11.

**nd. Ed. 22. Elementary Woodwork (3).**

A course covering the fundamental handwork processes in woodwork and finishing that are applicable to the activity program in the elementary schools.

**nd. Ed. 26. Applied Mathematics (2).**

In this course are studied the applications of mathematics to the problems arising in connection with shop and construction work of various kinds. The use of formulas, simple trigonometric functions, and tables of logarithms are included. Prerequisite to machine shop and automobile work.

**nd. Ed. 27. Applied Science (3).**

This course is designed to cover such phases of physics and chemistry as have direct bearing on construction and mechanical work. Elements of electricity, testing of materials, mechanics, stresses and strains, and chemical action and effects on various materials are given emphasis. Prerequisite to machine shop and automobile work.

**nd. Ed. 31. Elementary Machine Shop Practice (3).**

The processes which are included in this course are the simpler operations performed by the general machinist. These operations cover bench work and the methods of laying out or drawing on metal; also simple cylinder turning and screw cutting, with simple drilling, planing, and taper work.

## UPPER DIVISION COURSES

**Ind. Ed. 102. Architectural Drawing and Design (3).**

A course covering the theory and practice involved in making complete plans and specifications for a dwelling, involving a study of styles of architecture, economy and arrangement of floor space, suitable kinds of building materials, building ordinances, and also estimating. Prerequisite: Ind. Ed. 1, 2, 3.

**Ind. Ed. 103. Machine Drafting and Design (2-3).**

This course covers various types of cams and gears and the study of the simpler forms of motion in their application to machinery. Each student will have the opportunity to make a complete set of drawings and details for a small machine. Prerequisite: Ind. Ed. 4.

**Ind. Ed. 104. Related Mechanical Drawing (2).**

This course offers study and practice in such phases of drawing, blueprint reading, and shop sketching as are needed in order to relate fully the work of the drawing room with the actual work done in the shop or on the job.

**Ind. Ed. 105. Industrial Arts Design (2).**

A study of fundamental principles underlying structural design, with special emphasis upon the design and construction of articles of furniture and other projects suitable for production in school shops. Includes also a consideration of the use and effect of colors as a factor in design.

**Ind. Ed. 106. Home Building and Repair (3).**

In this course the student is given instruction and practice in the building and repairing of structures ranging in complexity from the simplest frame building to the more complex frame cottages. The course includes every phase of carpentry of value to the home builder. Prerequisite: Ind. Ed. 3, 11.

**Ind. Ed. 107. Millwork and Cabinet Making (2).**

The object of this course is to give definite practice in the proper use of woodworking machinery, and in producing mill work for building construction and machine-made furniture. The proper routing of work in the shop, and the possibilities of each machine are studied. Time is devoted to the adjustment, care, and upkeep of the machines, motors, and other equipment. Prerequisite: Ind. Ed. 12.

**Ind. Ed. 108. Advanced Cabinet Making (3).**

A course involving both individual and factory production of domestic furniture.

**Ind. Ed. 111. Forging and Oxy-Acetylene Welding (2).**

Here are presented those aspects of forging and oxy-acetylene welding which every farmer, auto mechanic, and general machinist should know including also a few simple problems in ornamental work.

**Ind. Ed. 112. Ornamental Ironwork (2).**

A course covering design and construction of articles made of ornamental iron, as applied to buildings, furniture, and decorative household articles.

**Ind. Ed. 113. Sheet-Metal Work and Plumbing (3).**

This course is designed to put the student in possession of such facts and skills as will enable him to teach students to perform the occasional household plumbing repairs which become necessary from time to time in any home. It is intended to prepare him also to perform such sheet-metal processes as are of interest and value in the school shop or to the home owner.

**Ind. Ed. 114. Pattern-Making and Foundry Practice (2).**

A course combining the elements of pattern-making, with those of molding and of operating a small cupola. Aluminum casting is practiced from the standpoint of its possibilities in the public school. This work is carried out in close cooperation with other departments, and all castings are used for practical projects. Prerequisites: Ind. Ed. 11.

**Ind. Ed. 115. Advanced Machine Shop Practice (2).**

In this course the opportunity is given for practice in the more intricate and exacting processes involved in machine shop work. The projects made are all of direct practical use, repair parts for automobiles being overhauled in the auto shop and articles of school equipment form a part of the course. Prerequisite: Ind. Ed. 31.

**Ind. Ed. 117. Advanced Printing (3).**

This course is designed to give prospective teachers such information and practice as will enable them to direct the printing operations required in the small school printshop. Special attention is given to the problems involved in producing a school paper, and the job work suitable to such a shop. Attention is given to type selection, design, color harmonies, and two and three color work. Study is also made of equipment needs for school use. Prerequisite: Ind. Ed. 15A-B.

**Ind. Ed. 118. Printing and Bookbinding (3).**

A course giving practice in the more advanced work that may be done in the school printshop, including bookbinding.

**Ind. Ed. 121. Paper and Cardboard Construction (2).**

In this course the student is made familiar with the possibilities and limitations of paper and cardboard construction as a phase of elementary school work.

**Ind. Ed. 122. Upholstery (2).**

This course deals with the tools and materials of the process of upholstering, and gives the student a practical acquaintance with such simpler processes as would be employed in doing over old pieces of furniture as well as in the upholstering of new pieces.

**Ind. Ed. 123. Art Crafts (3).**

Work in various crafts such as copper, block cutting and printing, tooled leather, and the like, which can be made the basis for the practical application of artistic designs, will form the foundation of the course.

**Ind. Ed. 124. Reed Furniture Construction (2).**

A course covering the methods of making furniture of reed and similar material, including coloring and applying various types of finishes.

**Ind. Ed. 125. Painting and Woodfinishing (1 or 2).**

Here the pupil receives instruction and practice in the various phases of preserving and beautifying the home structure and the furniture of the home. The course embraces painting, staining, varnishing, enameling, use of transfers, etc. Prerequisite: Ind. Ed. 11 or equivalent.

**Ind. Ed. 126A-B. Art-Metal Work (2-2).**

This course gives training in making of useful and ornamental articles in brass, copper, silver, and Britannia metal. Emphasis is laid on appropriate design and fine execution.

**Ind. Ed. 127. Leather Work (2).**

This course includes the study of the manufacture of leather and its use in all of its more common applications. It embraces the common processes of shoe repair, and the methods of shoe making. It covers also such work as is involved in making of brief cases, purses, etc., with simple decorations and tooling.

**Ind. Ed. 129. Industrial Art in Elementary Schools (2).**

A course designed for the purpose of introducing prospective elementary school teachers to study and manipulation in the various problems in industrial arts that have bearing upon the program of the school.

**Ind. Ed. 130. Electrical Construction (3).**

The object of this course is to acquaint the student with the standard methods of installing light and heat circuits in the home, and with fire underwriters regulations regarding the size and kind of wire and fixtures to be used for different purposes. The course includes a study of the structure of the various types of electrical equipment used in the home, their care, repair, and adjustment.

**Ind. Ed. 131. Radio Construction and Installation (2).**

A course designed to give practice in the construction of radio sets of various types, in connection with the study of fundamental principles of radio construction and installation.

**Ind. Ed. 132. Advanced Electrical Construction (2).**

This course is a continuation of course 130, involving further study of electricity, including courses of study and methods of teaching in this subject in public schools. Prerequisite: Ind. Ed. 130.

**Ind. Ed. 133. Pumps and Irrigation Equipment (1).**

A course designed to give first-hand instruction in the operation, upkeep, and repair of pumps and of irrigation equipment. It is planned



do the work on the various types of pumping and irrigation equipment most commonly used in this state.

**Ind. Ed. 134. Fundamentals of Automotive Machinery (3).**

It is the object of this course to give the student his introductory rounding, by actual contact, in the nature and construction of the various parts of the automobile. The major amount of time is devoted to a study of frames and springs, steering gears and front axles, rear axles and brakes, clutches and transmissions, and universals. The material is introduced through lectures and the student's practical work is carried on in the shop through laboratory work. This laboratory work consists chiefly of assembling, taking down, and adjusting the various parts enumerated. The course includes also a rapid survey of the entire power plant in its relations to the other parts of the machine; but the intensive study of motor is deferred until the next course.

**Ind. Ed. 135. Internal Combustion Engines (3).**

This course is devoted to the study of the internal combustion engine as it is applied to the automobile, the tractor, and the stationary engine. The work consists chiefly in taking down, assembling, and testing of various types of motors and adjusting their parts for efficiency of operation as laboratory work which has been preceded by lectures preparatory to the processes. The course embraces the mechanical problems only, and not the electrical problems. Prerequisite: Ind. Ed. 134.

**Ind. Ed. 136. Automotive Repair (3).**

The work is done on live cars which need overhauling. The student is here taught not so much how to discover defects, as how to do the mechanical work of correcting defects which are perhaps discovered by someone else. Lecture work on typical troubles and their cure, and special instruction in the necessary mechanics will precede the actual laboratory work on the cars. Prerequisites: Ind. Ed. 134 and 135.

**Ind. Ed. 137. Advanced Automotive and Tractor Work (3).**

An advanced course in the study of the more intricate phases of automotive repair work, with special emphasis on the care and upkeep of the tractor, the truck, and the school bus. The electrical equipment of the car and the fuel vaporizing are studied, and attention is given to possible disorders in these systems.

The organization of the school shop for automotive work, the equipment necessary, and the methods of handling routine repair work are made definite part of this course. Prerequisites: Ind. Ed. 134, 135, 136.

**Ind. Ed. 138. Automobile Electrics (2).**

There are two branches of this course: electric service work and storage battery work. The electrical service work embraces the principles of electricity as applied to automobile and tractor ignition, starting and lighting equipment with the study of the construction of the necessary apparatus and its care and repair. The storage battery work includes principles of electricity and chemistry as applied to the storage battery, study of the construction of storage batteries, methods of testing, equipment for charging, etc. Prerequisites: Ind. Ed. 134, 135.



**Ind. Ed. 139. Orientation Course in Aeronautics (2).**

In this course the students are given an opportunity to learn the fundamental principles upon which the airplane is built and operated. The terminology of the mechanical phases of airplane construction is also studied, as are also the problems pertaining to commercial aviation and its possibilities.

**Ind. Ed. 141. Vocational Education (2).**

This course is intended to orient the student in the history, present status, and modern problems of vocational education. Terminology is discussed, types of schools and varieties of courses are described, and the special place and function of each is presented. Emphasis is placed upon the California laws applying to vocational education and to State Board regulations relating to those laws.

**Ind. Ed. 142. Study of Occupations (2).**

A study of the field of occupations open to the average youth and a consideration of methods by which they may gain an acquaintance with these occupations.

**Ind. Ed. 143. Educational and Vocational Guidance (3).**

Here the student is made acquainted with the best known methods of advising pupils as to their future careers. The course is designed to make clear the possibilities and limitations of vocational guidance and the time and place where it can best be given.

**Ind. Ed. 144. The General Shop (2).**

A course covering planning, organization, and management of the general shop. A study is made of different types of general shops, scope of activities, and teaching methods. A large part of the time is spent in manipulative work covering suitable projects and processes for the general shop in public schools.

**Ind. Ed. 146. Literature in Industrial Education (1).**

This is a study of periodicals and other current literature within the field of industrial arts and vocational education. The selection and organization of the teacher's personal library and the shop library are also discussed.

**Ind. Ed. 147. Content and Materials in Industrial Arts Education (2).**

This course is a survey of the field of industrial arts education and is designed to make the student acquainted with the common method of solving problems of the course content and of planning the industrial education program in various schools. It includes also discussions regarding the purchase of equipment and the handling of supplies.

**Ind. Ed. 148. Teaching Problem in Industrial Arts Education (3).**

This course is offered as an opportunity for students to devote themselves to the solution of many of the numerous problems confronting teachers of shop subjects, shop organization, courses of study, methods of teaching, extra-curriculum activities, etc., form the topics for study and discussion.

**nd. Ed. 151. Supervised Teaching (5).**

By practical experience under the direction of a supervisor it is planned to give the student opportunity to put into practice the principles of teaching and the theory of education which have previously been presented and discussed in other courses. This teaching is carried through two semesters, and one-half of the work is usually done in the College Junior High School, while the other half is completed in the public schools of the city.

**nd. Ed. 162. Organization, Objectives, and Supervision of Instruction in Industrial Education (3).**

The course covers the general principles of supervision, and the duties and functions of the supervisor. Special consideration is given to the objectives in supervision in industrial education, and to the place of the supervisor and his relationship to the teaching force, the students, the administration, and the school system as a whole.

**nd. Ed. 163. Problems of Supervision in Industrial Education (3).**

In this course are studied the methods of the supervisor and the specific problems involved in effective supervision in the field of industrial and vocational education. Type projects in supervision of instruction, courses of study, teachers' schedules, keeping of records, evaluation of teaching efficiency, etc., constitute a part of the work.

**nd. Ed. 184. Administration of Vocational Education (2).**

A course dealing with the problems of administration of vocational education in its varied aspects. Study is made here of state and national provisions for subsidizing vocational classes, of the various types of schools and classes that may be organized, of the qualification of teachers for the different types of programs, cooperation with labor and industry in apprenticeship training and in cooperative and other part-time classes. Attention is given to laws governing vocational programs, and to a study of successful programs now in operation.

**nd. Ed. 185. Part-Time Education (2).**

A course devoted to the study of the needs and purposes of part-time education in its various forms, the types of organization and instructional procedure suited to the part-time school, including the problems of occupational guidance, and coordination and placement. Special study is made of part-time school conditions in the State of California.

**nd. Ed. 190. Occupational Analysis and Curriculum Construction (2).**

This course will give the student definite practice in visualizing and analyzing the elements of his trade and in listing these elements as separate tasks or operations. Curriculum construction will then be studied as a matter of organization of these elements for instructional procedure.

**nd. Ed. 191. Technique of Teaching Vocational Subjects (2).**

In this course are studied and discussed the fundamental facts of the learning process with specific application to the acquisition of skill and knowledge in mechanical work. Different methods of presenting subject-matter are considered, and evaluated with reference to their application to trade teaching.

**Ind. Ed. 192. Civic and Employment Relations (2).**

This course covers a study of industrial relationships, occupational information, apprenticeship training programs, relations of capital and labor, and such other topics as have bearing on the relation of the worker to society and to industry.

**Ind. Ed. 193. Supplemental Subjects (2).**

A course composed of such drawing, mathematics, science, and other related material as is needed by teachers of vocational shop subjects, in order to make their teaching effective.

**MATHEMATICS****WM. W. PETERS, B.A., M.A., M.S.****LOWER DIVISION COURSES****Math. 1. College Algebra (3). First semester.**

Prerequisite:  $1\frac{1}{2}$  years of high school Algebra, Plane Geometry.

Theory of linear and quadratic equations, theory of logarithms with practice in numerical computation, binomial theorem, mathematical induction, progressions, permutations and combinations, probability, simple theory of finance, series.

**Math. 2. Theory of Investment (3). Second semester.**

Prerequisite: Mathematics 1.

Prescribed for students in the College of Commerce. Simple and compound interest, annuities, stocks, bonds, cost depreciation, probability, insurance, and life annuities.

**Math. 3A-B. Plane Analytic Geometry with Differential Calculus (3-3).**

Prerequisite: Plane Trigonometry and  $1\frac{1}{2}$  years of high school Algebra.

The straight line, circle, conic sections, equations of first and second degree, geometry of space, with study of limits, maxima and minima derivatives, differentials, rates, simple problems in integration.

**Math. 4A-B. Integral Calculus and Geometry of Space, Series (3-3).**

Prerequisite: Mathematics 3A-B.

Integration, summation processes, areas, surfaces, volumes, limits, differential equations.

**Math. 5A-B. Surveying (3-3).****Math. 10. Principles of Mathematics (3).**

Minimum essentials in business relationship; algebra and geometrical processes; review of fundamental operations, fractions, decimals, mensuration, solution of equations.

**MUSIC**

HELEN M. BARNETT, B.A.  
CLIFFORD E. LEEDY, B.Mus.

**LOWER DIVISION COURSES**

**Music 1. Principles of Music (2).** First semester.

Required of all Elementary and Junior High School Education students. A course in the fundamentals of singing, sight reading, and tone thinking.

**Music 2. Music Appreciation (3).** Either semester.

An introduction to the history of Music, with emphasis on the compositions of the masters. Both vocal and instrumental forms. Much illustrative material, using phonograph, piano, and voice.

**Music 3A-B. Harmony (3-3).**

Intervals and chords; harmonization in two, three, and four voices, to given bass and melody, including tonic, dominant, and subdominant chords and their substitutes.

**Music 6A-B; Music 6C-D. Voice (1-1).**

**Music 8A-B; Music 8C-D. Glee Club (1-1).**

Open to all students with good singing voices.

**Music 20A-B. Wind and String Instruments (1-1).**

**UPPER DIVISION COURSES**

**Music 101. Music Education (2).** Second semester.

Required of all Elementary and Junior High School Education students. Organization, methods of procedure, and administration of music in the elementary grades.

Prerequisite: Music 1.

**Music 102A-B. History of Music (3-3).**

A study of the origin and development of vocal and instrumental music in national schools—the opera—the orchestra.

**Music 103A-B. Advanced Harmony (3-3).**

Modulation through common chord and common tone. Chromatic harmonies. Augmented chords. Two and three-part inventions.

Prerequisite: Music 3A-B.

**Music 104A-B. History and Appreciation of Music (2-2).**

**Music 106A-B. Voice (1-1).**

**Music 108A-B. Choral Music (1-1).**

**Music 109A-B; Music 9C-D. Orchestra (1-1).**

Open to all students who have had experience in playing an orchestral instrument.

**Music 120A-B. Conducting (1-1).**

## PHYSICAL EDUCATION

HAROLD McDONALD DAVIS, M.A.  
CALVIN MCCRAY, B.A.  
WINIFRED WEAGE HODGINS, M.A.  
GLADYS VAN FOSSEN, B.A.  
GERTRUDE H. HOVEY  
EDWARD L. MARKTHALER, M.D., Medical Adviser  
LEON TRIMBLE, B.A.

### Men

## LOWER DIVISION COURSES

### **P.E. 41. Anatomy (2).** (Open to men and women.)

This course includes the scientific study of the parts which compose the skeletal, articulatory, and muscular systems of the body, and the relationship which these parts present to each other.

### **P.E. 42. Kinesiology (2).** (Open to men and women.)

Prerequisite: Anatomy 41.

This is the scientific study of bodily movement. It includes instruction in the principal types of muscular exercise, with discussion as to how they are performed and their relation to the problems of bodily development and bodily efficiency.

### **P.E. 51A. Elementary Activities and Health Education (1).**

Two periods per week will be given to elementary group games, drills, and fundamentals of football and basketball.

One period per week will be devoted to a Health Education lecture. These lectures will deal with infectious diseases and their control; infant welfare; special community problems; school hygiene, including physical examinations and problems of the teacher in securing the health attitude of the child. The purpose of the course is to acquaint the teacher with the fundamentals of health education.

### **P.E. 51B. Elementary Activities and Health Education (1).**

Two periods per week will be given to class organization; methods in commands and drills, and fundamentals of baseball and track.

One period per week will be devoted to a Health Education lecture. These lectures will include a study of the essentials of a balanced diet for adults and children; digestion in relation to nutrition; elementary metabolism; dietetic treatment for colds, constipation, and anemia; personal hygiene, including physical, moral, and mental hygiene; industrial hygiene; accidents; lighting, heating, and ventilation.

### **P.E. 52A. Advanced Activities (1).**

Advanced drills. Speedball, soccer, group games, apparatus, stunts, boxing and wrestling.



**P.E. 52B. Advanced Activities (1).**

Volleyball, handball, tennis, swimming, life-saving, diving, water sports, games, and a brief course in administration and organization of physical training activities.

**P.E. 53. Individual Adaptations and Health Education (1).**

Required course for those who are assigned to limited activity. The correction of physical abnormalities, treatment of faulty posture, curvatures, weak feet and arches, heart disturbances, overweight and underweight.

**P.E. 54. Boxing (½).**

Theory and art of self-defense; teaching of offense and defense. Instruction in footwork, position of body, feinting, development of different leads, blows, and guard position.

**P.E. 55. Wrestling (½).**

Modern and scientific methods; the value of wrestling as training for other sports. Methods of offense and defense; mat generalship.

**P.E. 56. Calisthenics, Marching Tactics, Gymnasium Dancing, Group Games (2).**

Theory and practice of calisthenics or free exercise, significance, methods of exercising, technique of teaching, and the outline of programs and arrangement of model lessons for different age groups. Marching tactics such as are necessary to handle gymnasium classes. Theory, construction, use, and practice of folk and clog dances which can be used in elementary and high school and in college. Volleyball, handball, and squash.

**P.E. 57. Gymnastic Stunts (2). (Elective.)**

Simple stunts on apparatus, such as horse, parallel and horizontal bars, rings, springboard and mats. Stunts are emphasized because they are self-interesting.

**P.E. 60. Technique of Teaching Track (3).**

Theory and practice in the fundamentals of all track and field events; adaptation to individual peculiarities; rules of competition, and the study of physical condition and its relation to endurance. The promotion, management, and officiating of games and meets. History of track and the Olympic games.

**P.E. 62. Track (1).**

Intercollegiate teams, practice, and competition.

**P.E. 65. Technique of Teaching Football (1). (Individual play.)**

Practice and theory on the field. Individual instruction and practice on each position in the backfield and line play, offense and defense. Emphasis on individual play and not on team play.

**P.E. 66. Technique of Teaching Football (2). (Team play.)**

Complete systems of offense and defense, together with correct method of playing each position. Study of different systems—East, West, South,

and Middle West. Generalship, signal systems, scouting and rules, all studied from the coach's viewpoint.

**P.E. 67. Football (1).**

Intercollegiate teams, practice, and competition.

**P.E. 70. Technique of Teaching Basketball (1). (Individual play.)**

Practice and theory of individual play. Basic fundamentals—passing, shooting, dribbling, stops, turns, etc.

**P.E. 71. Technique of Teaching Basketball (2). (Team play.)**

Theory of coaching basketball: fundamentals, various offensive and defensive systems, team organization, training and handling of men will be studied from the coach's viewpoint.

**P.E. 72. Basketball (1).**

Intercollegiate teams, practice, and competition.

**P.E. 73. Technique of Teaching Baseball (3).**

Theory and practice in batting, fielding, base running, and pitching. Fundamentals, team work, coaching, physical condition, and methods of indoor or early practice. Theory practiced under game conditions. Team organization, training and handling of men will be studied from the viewpoint of the coach.

**P.E. 74. Baseball (1).**

Intercollegiate teams, practice, and competition.

**P.E. 75. Technique of Teaching Swimming (2).**

Elementary swimming and diving, breast, side, trudgeon, crawl, and back strokes. Red Cross life saving and resuscitation. Course is planned not only to teach student to swim the various strokes, but also to be able to teach all the strokes.

**P.E. 76. Swimming (1).**

Intercollegiate teams, practice, and competition.

**P.E. 77. Technique of Teaching Tennis (2). (Open to men and women.)**

Fundamentals and methods of teaching and playing tennis. Ground and volley strokes. Forehand and backhand drives, forehand and backhand volleys, service, overhead, etc. Singles and doubles play. How to organize and manage tennis meets. Court construction and care.

**P.E. 78. Tennis (1).**

Intercollegiate teams, practice, and competition.

## UPPER DIVISION COURSES

**P.E. 102. Community Recreation (2). (Open to men and women.)**

Theory and practice in industrial, school, rural, and adult recreation; playground management and administration. Special programs, leadership of community recreation centers. Presentation of material for above recreation organizations and its use.

**P.E. 103. Administration of Physical Education in Elementary Schools (1-2).** (Open to men and women.)

For description see Physical Education for Women.

**P.E. 108. Applied Physiology (2).** (Open to men and women.)

For description see Physical Education for Women.

**P.E. 110A-B-C. Practice Teaching (2-2-2).**

This includes practice teaching in the various phases of Physical Education and recreation. The students are assigned to assist in various classes, on the playgrounds and in different sports. Practice teaching will be under supervision in the elementary, junior high, and senior high schools.

**P.E. 150. Principles of Physical Education (3).**

A course dealing with educational principles of Physical Education and their relationship to other educational subjects and to life. Relation of basic principles of Physical Education to economic, political, and social life. A study of the modern trend in Physical Education tests and measurements.

**P.E. 151. Psychology of Athletics (2).**

A study of the psychological side of athletic competition. To know how to select the right man out of a dozen; how to keep up morale, to build up a fighting spirit; and how to establish ideals and traditions. Prerequisite: Psychology 1A-B.

**P.E. 152. Administration of Physical Education in Secondary Schools (2).**

Studying the problems involved in a department of Physical Education in junior and senior high schools. Organization of conferences or leagues; organization of departments in different sized high schools; details such as paper forms, tickets, budgets, buying, managing trips; the correlation of athletic and academic departments. Intramural organization. Medical examinations.

**P.E. 153. Individual Program Adaptations (1).**

A teachers' course on how to detect, diagnose, and treat physical abnormalities. Theory of individual and group instruction. Theory and practice of prevention and correction of physical abnormalities among school children and adults.

Prerequisite: Physiology, Anatomy, Kinesiology.

**P.E. 154. Athletic Training and First Aid (1).**

Theories of massage, conditioning, first aid for athletic injuries. Heating appliances and the application of heat; taping and bandaging

Prerequisite: Physiology, Anatomy, Kinesiology.

**P.E. 157. Scoutcraft (Elementary) (1½).**

A course intended to familiarize the student with the Boy Scout organization, its objectives and its organization. Actual participation in Scout

tests, measurements, and leadership. Assigned readings and problems, together with hikes and field work.

**P.E. 158. Scoutcraft (Advanced) (1½).**

Continuation of course 157, in which merit badge work and more advanced aspects of scouting will be studied. Lectures relating scoutcraft to present-day educational objectives. Each student assigned to a local troop as an assistant scoutmaster.

**Women**

**LOWER DIVISION COURSES**

**P.E. 1A. First and Second Grade Activities, Games, Stunts, and Health Education (1).**

Two hours a week devoted to practice in activities used in the first two grades, games of the schoolroom, playground, and gymnasium, and simple stunts. Discussion of methods of teaching, and practice in applying materials through teaching fellow students.

One hour lecture in Health Education. These lectures deal with infectious diseases and their control; infant welfare; special community problems; school hygiene, including physical examinations; and problems of the teacher in securing the health attitude of the child. The purpose of the lectures is to acquaint the teacher with the fundamentals of health education.

**P.E. 1B. Folk Dancing; Formalized Drill; Health Education (1).**

Beginning folk dancing, marching, posture drills and mimetic exercises. Discussion of methods and practice in teaching fellow students.

One hour lecture in Health Education. These lectures include a study of the essentials of a balanced diet for adults and children; digestion in relation to nutrition; elementary metabolism; dietetic treatment for colds, constipation, and anemia; personal hygiene, including physical, moral, and mental hygiene; industrial hygiene; accidents; lighting, heating, and ventilation.

**P.E. 2A. Athletic Activities and Games (1).**

Practice in athletic activities, including those recommended by the state department of education for use in the elementary and high school grades, and athletic games such as soccer, speedball, volleyball, and baseball. This course aims to give sufficient skill to enable the student to demonstrate the event and to find the points of difficulty and error in its execution, and to coach, referee, or umpire the various games.

**P.E. 2B. Team Games; Advanced Stunts; Dancing (1).**

Practice in games involving greater team work than those in 1A, light apparatus and advanced stunts; folk, character, and natural dancing adaptable to elementary, high school, college, and adult recreational groups. Discussion of methods and practice in teaching fellow students.

**"S"** following the number of any of the above courses on a student's record card designates that the student has not been able to do the activity (for physical reasons) but has completed the requirements of the course by observation, written work, or other approved methods.

**P.E. 3A. Activities of First and Second Grades, Games, Stunts, and Health Education (1).**

A course covering more completely the material given in P.E. 1A. To be chosen by those students who intend to specialize in Physical Education.

One hour lecture in Health Education. See description under P.E. 1A.

**P.E. 3B. Folk Dancing and Formalized Drill (1).**

A course covering more completely the material given in P.E. 1B. To be chosen by those students who intend to specialize in Physical Education.

One hour lecture in Health Education. See description under P.E. 1B.

**P.E. 4A. Athletic Activities and Athletic Games (1).**

A course similar to P.E. 2A, but designed for students who intend to specialize in Physical Education.

**P.E. 4B. Team Games, Apparatus, and Advanced Stunts and Dancing (1).**

A course similar to 2B, but designed for students who intend to specialize in Physical Education.

**P.E. 5A. Folk Dancing and Formalized Drill; Health Education (1).**

An activity course for students not specializing in Elementary Education, Junior High School Education, or Physical Education courses, consisting of beginning folk dances, marching, posture drills, and gymnastics.

One hour lecture in Health Education. See description under P.E. 1A.

**P.E. 5B. Clogging, Simple Games and Stunts; Health Education (1).**

An activity course.

One hour lecture in Health Education. See description under P.E. 1B.

**P.E. 6A. Team Games and Dancing (1).**

An activity course including more advanced games and dances than those in 5A.

**P.E. 6B. Athletic Games, Apparatus, and Advanced Floor Stunts (1).**

An activity course including such games as soccer, speedball, volleyball, and baseball, and more advanced stunts than those given in P.E. 5.

**P.E. 8. Individual Adaptations and Health Education (1-4).**

A course in which the activity is adapted to those women who for health reasons can not take the regularly prescribed work in courses 5A, 5B, 6A, or 6B.

**P.E. 21-27. Sports.**

Technique and practice in skill and coaching. Members of these classes will be expected to referee during the practice periods of each Women's Athletic Association sport.

P.E. 21. Soccer, Speedball, Handball (1).

P.E. 22. Volleyball ( $\frac{1}{2}$ ).

P.E. 23. Tennis ( $\frac{1}{2}$ - $\frac{1}{2}$ ).

P.E. 24. Archery ( $\frac{1}{2}$ ).

P.E. 25. Swimming ( $\frac{1}{2}$ - $\frac{1}{2}$ ).



P.E. 26. Baseball, Track and Field (1).

P.E. 27. Hockey, Basketball (1).

P.E. 31. Advanced Formal Activities and Apparatus Stunts (1).

P.E. 32. Advanced Folk and Elementary Clog Dancing (1).

P.E. 33. Advanced Clog Dancing ( $\frac{1}{2}$ ).

P.E. 34. Advanced Natural Dancing ( $\frac{1}{2}$ ).

P.E. 35. First Aid (1).

Dealing in particular with the treatment of injuries apt to occur in Physical Education activities.

P.E. 36. Special Elective Practice (2-3).

A course intended to give further practice in whatever type of activity is needed by the individual.

Required of Elementary Education and Junior High School Education students with a group elective in Physical Education.

P.E. 41. Anatomy (2).

P.E. 42. Kinesiology (2).

### UPPER DIVISION COURSES

P.E. 102. Community Recreation (2).

P.E. 103. Administration of Physical Education in Elementary Schools (1-2).

Organization of physical training activities in respect to type, time, and place. Discussion of the management of material, facilities, children, and leadership.

The one-unit course is a brief course required of all Elementary and Junior High School Education students, except those electing Physical Education as a minor.

The two-unit course should be taken by those students who are specializing in Physical Education.

P.E. 108. Applied Physiology (2).

An application of the knowledge of physiology to a special study of the effect of exercise on the various systems of the body; exercise as influenced by age and sex; fatigue; breathlessness; exhaustion.

P.E. 110A-B-C. Directed Teaching (2-2-2).

Courses P.E. 41-42 and 102-110 are open to both men and women. Descriptions of courses 41, 42, 102, and 110 may be found under Physical Education for Men.

P.E. 111. Methods in Class Procedure in Physical Training Activities (2).

Instruction and management of a class in physical training activities. The purpose of the course is to unify the material gained in courses 3A-B,



4A-B. Further practice is given in handling groups of fellow students in combinations of activities.

**P.E. 114. Corrective and Preventive Gymnastics (2).** (Course for minor.)

Study and practice in the method of dealing with the most common physical deficiencies met in the public schools.

**P.E. 115. Scouting (1).**

A course in Scout leadership, given by a leader from the Girl Scout organization.

**P.E. 121. Physical Examinations (3).**

A course studying various methods of giving physical examinations. Practical experience is gained by assisting with the examination of students.

**P.E. 122. Individual Program Adaptations (3).**

• A study of the physical deviations found in schools, and corrective or other suitable methods of dealing with such. Practice is given in classes of fellow students or children.

**P.E. 123. School Hygiene (2).**

Hygiene pertaining especially to the school child and his surroundings. Methods of teaching.

**P.E. 130. Administration of Physical Education in Secondary School (3).**

Methods of administration of Physical Education in the junior and senior high schools and in college.

## PSYCHOLOGY AND PHILOSOPHY

ELIZABETH L. BISHOP, A.M.

LEWIS C. CARSON, Ph.D.

### LOWER DIVISION COURSES

#### **Psy. 1A. General Psychology (3).**

Lectures, discussions, and classroom demonstrations covering the elements of consciousness and behavior, their relation to the nervous system, and the phenomena of sensation, habit, attention, association, perception, imagination, memory, judgment, reasoning, instinct, emotion, and volition. Very elementary demonstration.

#### **Psy. 1B. Applied Psychology (3).**

A discussion of psychological principles in their practical application to problems of daily life and to various occupations and professions.

#### **Phil. 4A-B. History of Philosophy (3-3).**

Brief history of philosophic thought, designed to give the student some grasp on fundamental philosophical problems and to aid him in adjusting himself to his physical, mental, and moral environment.

A. The development of ideas from the early Greek period to Neoplatonism.

B. The course of philosophy from the beginning of the Christian era down to modern times.

**SCIENCE**

HAZEL SEVERY, M.A.  
EARL WALKER, M.A.  
WILLIAM PETERS, M.A.  
AGNES G. PLATE, M.A.  
HARRINGTON WELLS, M.A.

**PHYSICAL SCIENCE****Chemistry****LOWER DIVISION COURSES****Sci. 1A-B. General Inorganic Chemistry (3-3).**

Comprising a systematic treatment of elementary principles and of the properties of the more important elements and their compounds. Open to all students.

Two lectures and one laboratory period a week.

**Sci. 2A-B. General Inorganic Chemistry (5-5).**

Prerequisite, any two of the following: High School Chemistry, Physics, Trigonometry.

Three lectures and two laboratory periods a week.

**Sci. 5A-B. Organic Chemistry (3-3).**

Prerequisite: 1A and 1B or 2A and 2B.

Study of different carbon series, fats, carbohydrates, proteins, benzene compounds, and dyes.

Two lectures and one laboratory period a week.

**Sci. 6. Shop Chemistry (3).**

This course will include an elementary study of the reactions involved in the production and use of such materials as metals, alloys, building materials, paints, oils, cement and fuels, etc. For students in Industrial Education who have credit in Chemistry 1A or 2A.

Two lectures and one laboratory period a week.

**UPPER DIVISION COURSES****Sci. 100. Physiological Chemistry (3).**

Study of the chemical composition and action of the tissues and secretions of the human body, the digestion of foods and the elimination of waste products. Open to students who have completed Courses 1 or 2, and 5.

Two lectures and one laboratory period a week.

**Sci. 101A-B. Food and Textile Chemistry (2-2).**

Prerequisite: Course 1 or 2, and 5.

This course takes up the physical and chemical laws, composition and purity of foods and textile fibres.

Two lectures and one laboratory period a week.

**Sci. 103. Science of Dyes and Dyeing (2).**

One lecture and one laboratory period a week.

**Sci. 105A-B. Quantitative Analysis (3-3).**

Introductory training in the methods of quantitative analysis of various materials, acids, bases, salts, alloys, and minerals. Open to those who have completed Course 1A, 1B, and 5A or 2A and 2B.

One lecture and two laboratory periods per week.

**Sci. 139A-B. Science Methods (1-1).**

A study of methods of teaching science, including methods of presentation of subject matter and reviews of typical courses of study. Open to students with a minor in science.

**Sci. 140A-B. Supervised Teaching (1-1).**

Experience in classroom teaching carried on under supervision. Classroom work, conferences, discussions. For all students who have a minor in science.

**Physics****LOWER DIVISION COURSES****Sci. 20A-B. General Physics (3-3).**

Prerequisites: High School Physics or Chemistry, Trigonometry, 1½ years High School Algebra.

Definitions, conversion factors, problems, formulae covering mechanics, molecular physics, heat and sound.

## BIOLOGICAL SCIENCE

### LOWER DIVISION COURSES

#### Sci. 40A-B. General Botany (4-4).

Fundamentals of the morphology and physiology of seeds, roots, stems, leaves, flowers, and fruits. An introduction to the principles of plant taxonomy. Lectures, laboratory and field work in close correlation.

Two lectures and two laboratory periods a week.

#### Sci. 60A-B. General Zoology (5-5).

The study of representatives of the principal groups of animals. Lectures, laboratory, museum, and field work. A thorough foundation in the classification, structure, ecology, and economic importance of animal types.

Three lectures and two laboratory periods a week.

#### Sci. 50A-B. Elementary Physiology (3-3).

A general study of the structure and functions of the body with special reference to muscles, nervous system, sense organs, circulation, respiration, digestion, excretion, and metabolism. Designed for students in Physical Education, Industrial Education, and those desiring to major in Physiology. Prerequisites: For majors in Physiology—Chemistry or Physics; preliminary work in Biological Science is recommended. For students from other departments: Chemistry, Physics and Biological Science are recommended.

Two lectures and one laboratory period per week.

#### Sci. 51A-B. Elementary Physiology and Bacteriology (3-3).

An elementary course designed for Home Economics students. It includes a general study of the structure and functions of the body as in the course 50A-B. The work is so arranged that in addition to physiology the second semester includes nine weeks of Bacteriology. During this time a brief consideration of the morphology and physiology of the more important types of nonpathogenic yeasts, molds and bacteria is undertaken, together with practice in the laboratory technic necessary for such study. Especial attention will be given those organisms concerned with dairy and food bacteriology, soil fertility, sanitation, etc. Preliminary courses in chemistry and biological science are recommended.

Two lectures and one laboratory the first semester, and one lecture and two laboratories the second semester.

### UPPER DIVISION COURSES

#### Sci. 139B. Science Methods (1).

A practical course in the technique of biological subject-matter presentation. Open to students electing a minor in science.

One lecture period a week. Spring semester.

#### Sci. 140B. Supervised Teaching (2).

Practical experience in classroom instruction. Hours by arrangement.

**Sci. 150. Advanced Physiology (2).**

A laboratory course which treats the functions of the body in greater detail than was possible in the elementary course 50A-B. Special emphasis will be given the fundamental phenomena and their interpretation. The plan of the course will be flexible to meet the needs and interests of the students. Prerequisite: 50A-B. Previous courses in chemistry or physics.

One laboratory and one lecture per week. Fall semester.

**Sci. 155. Bacteriology (3).**

A laboratory and lecture course covering the morphology, physiology and methods of handling microorganisms. Representatives of the most important forms of bacteria, yeasts, and molds will be studied with emphasis on their relationship to soil fertility, dairy products, sanitation, and industries. The importance and nature of pathogenic forms in disease production will be considered. Prerequisite: One or more courses in biological science and a knowledge of chemistry.

One lecture and two laboratory periods per week. Spring semester.

**Sci. 160. Entomology (1).**

A laboratory and field course in morphology and ecology. Special emphasis upon the relations of insects to man.

One laboratory period a week. Spring semester.

**Sci. 170. Principles of Biology (3).**

An advanced course. The distribution, behavior, characteristics, and evolution of plants and animals, including man; leading to generalizations of biological theory and principle. Lectures, museum, and individual field investigation. Open to students who have had a year's work in botany, zoology or physiology.

Three lecture periods a week. Fall semester.



**SOCIAL SCIENCE****WILLIAM H. ELLISON, Ph.D.****MILDRED C. PYLE, M.A.****LEWIS C. CARSON, Ph.D.****HAROLD WHITMAN BRADLEY, M.A.****ECONOMICS****LOWER DIVISION COURSES****Econ. 1A-B. Principles of Economics (3-3).**

A general course in the principles of Economics and a study of important problems of the economic world.

**Econ. 2. Principles of Economics (3).**

A brief course in Economics for students in the professional courses.

**GEOGRAPHY****LOWER DIVISION COURSES****Geog. 1. Fundamentals of Modern Geography (3).**

A development of the underlying principles of human geography through a study of the main features of the physical environment in their relationship to man's life and activities, particularly as exemplified in type regions.

**Geog. 2. Regional and Economic Geography (3).**

Prerequisite: Geography 1.

A study of selected regions with wide application of the principles of human and economic geography.

## HISTORY

### LOWER DIVISION COURSES

#### **Hist. 2A-B. History of Western Europe (3-3).**

The development of western civilization from the decline of the Roman Empire to the present time. A study of the political, economic, and social background of present day civilization.

#### **Hist. 3A-B. History of the Americas (3-3).**

A survey of the history of the Americas from the periods of discovery and colonization to the present time. Emphasis is placed upon factors and relationships which have significance for the whole western hemisphere.

### UPPER DIVISION COURSES

#### **Hist. 102A-B. History of the United States (3-3).**

A study of the political, social, and constitutional history of the United States.

#### **Hist. 111A-B. Modern European History Since 1789 (3-3).**

A study of European political and social development and world relationships from the French Revolution to the present day.

#### **Hist. 125. Renaissance and Reformation (3).**

Intellectual and religious developments of the fifteenth and sixteenth centuries and their significance.

Prerequisite: A year course in European history.

#### **Hist. 131. History of the British Empire (3).**

The rise and development of the British Empire. The story of British expansion.

Prerequisite: A year course in European history.

#### **Hist. 142. History of Latin America (3).**

A study of the rise and progress of the Latin American nations.

#### **Hist. 151. History of the Pacific Ocean Area (3).**

A survey of the activities of European peoples and of the United States in the Pacific ocean and adjacent regions. A study of the struggle for political and economic leadership in the past, together with consideration of the present situation and problems in the area.

Prerequisite: A year course in European history.

#### **Hist. 155. History of American Diplomacy (3).**

A study of the foreign relations of the United States.

Prerequisite: A year course in United States history.

#### **Hist. 165. History of the Civil War and Reconstruction (3).**

History of the United States from 1852 to 1877.

Prerequisite: A year course in United States history.

**Hist. 171. History of the United States in Recent Decades (3).**

Political, economic, and social development of the United States from 1876 to the present time.

Prerequisite: A year course in United States history.

**Hist. 175. History of American Expansion (3).**

A study of the expansion of American territory, commerce and influence both in North America and throughout the world since 1783.

**Hist. 180. Industrial History of the United States (3).**

A study of the economic development and industrial history of the United States. (Primarily for students in Industrial Education.)

**Hist. 185. History of California (3).**

## **POLITICAL SCIENCE**

### **LOWER DIVISION COURSES**

#### **Pol. Sci. 1A-B. Government (3-3).**

A comparative study of the more important of the modern governments, with special emphasis on the constitution and government of the United States. Satisfies the state requirement in constitution and American ideals.

#### **Pol. Sci. 99. American Institutions (3).**

The fundamental nature of the American constitutional system and of the ideals upon which it is based.

(Not open to students who take Political Science 1A-B or History 102A-B.)

## **SOCIOLOGY**

### **LOWER DIVISION COURSES**

#### **Soc. 1. Elements of Sociology (3).**

A study of the underlying principles of society with application to present day problems.

### **UPPER DIVISION COURSES**

#### **Soc. 103. Immigration Problems (2).**

A study of population movements under modern conditions. The causes, channels, and methods of immigration are studied, and particular emphasis is placed on questions of race and nationality.

UNIVERSITY OF CALIFORNIA  
APR 11 1963  
THE LIBRARY









usH  
1/32

# Santa Barbara State Teachers College

Santa Barbara, California

1931-32

## Circular of Information and Announcement of Courses



CALIFORNIA STATE PRINTING OFFICE  
HARRY HAMMOND, STATE PRINTER  
SACRAMENTO, 1931



# Santa Barbara State Teachers College

Santa Barbara, California

1931-32

THE LIBRARY OF THE  
JUL 15 1931  
UNIVERSITY OF ILLINOIS

## Circular of Information and Announcement of Courses





ENTRANCE TO ADMINISTRATION BUILDING

## TABLE OF CONTENTS

1931-1932	Pages
CALENDAR -----	5
OFFICERS OF ADMINISTRATION AND INSTRUCTION -----	7-10
GENERAL INFORMATION -----	11-19
REQUIREMENTS FOR ADMISSION -----	20-23
CLASSIFICATION OF STUDENTS -----	24-25
GENERAL REQUIREMENTS FOR GRADUATION AND CERTI- FICATION -----	26-30
SCHOLARSHIP STANDARDS -----	31-34
ART DEPARTMENT-----	
Requirements -----	35-36
Curricula (Majors and Minors) -----	37
Description of Courses -----	40-43
EDUCATION DEPARTMENT-----	
Requirements -----	44-46
Curricula -----	47-55
Description of Courses -----	56
ENGLISH DEPARTMENT-----	
Requirements -----	63-64
Curricula (Majors and Minors) -----	67-68
Description of Courses -----	69-72
FOREIGN LANGUAGE DEPARTMENT-----	
Description of Courses -----	73
Minors -----	74
HOME ECONOMICS DEPARTMENT-----	
Requirements -----	75
Curricula (Majors and Minors) -----	77-84
Description of Courses -----	85-88
INDUSTRIAL EDUCATION DEPARTMENT-----	
Requirements -----	89-91
Curricula (Majors and Minors) -----	92-96
Description of Courses -----	97-103
MATHEMATICS-----	
Description of Courses -----	104
MUSIC-----	
Description of Courses -----	105
Minors -----	106
PHYSICAL EDUCATION DEPARTMENT-----	
Requirements -----	108-109
Curricula (Majors and Minors) -----	109-113
Description of Courses -----	114
PSYCHOLOGY AND PHILOSOPHY-----	
Description of Courses -----	120
SCIENCE DEPARTMENT-----	
Description of Courses -----	121
Minors -----	124
SOCIAL SCIENCE DEPARTMENT-----	
Requirements (Majors and Minors) -----	125-127
Description of Courses -----	127-130
INDEX -----	131-133





## CALENDAR FOR 1931-32

### SUMMER SESSION

June 22, Monday ----- Session Opens  
July 31, Friday ----- Session Closes

### FIRST SEMESTER

September 10, Thursday.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

Entering freshmen should be present for preliminary consultation with the Deans concerning living quarters, board, work, or other matters, which must be attended to before the rush of registration.

September 11, Friday.

Appointments for entering freshmen :

9 a.m. Consultation with the Deans.

10 a.m. to 12 m. College aptitude test in the auditorium.

1 to 4 p.m. Consultation with department heads in the library.  
Registration and medical examination.

September 12, Saturday.

Appointments for entering freshmen :

9 a.m. Registration.

10 a.m. to 12 m. Subject A (English Composition) examination in the auditorium.

1 to 4 p.m. Consultation with department heads, registration, and medical examinations.

Appointments for student teachers :

9 a.m. to 12 m. Conference of student teachers with supervisors.

September 14-15, Monday, Tuesday.

Registration of all returning students. A fee of \$2 is charged for late registration. (No student may register later than Saturday noon, September 26.)

September 16, Wednesday.

Instruction begins in all departments.

November 26 to November 29 ----- Thanksgiving vacation

December 19 to January 3 ----- Christmas vacation

January 29, 1932 ----- First semester closes

## SECOND SEMESTER

**January 30, 1932, Saturday.**

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

10 a.m. to 12 m. Subject A (English Composition) examination in the auditorium.

**February 1, Monday.**

Registration of all students. (A fee of \$2 is charged for late registration. No student may register later than Saturday noon, February 13.)

**February 2, Tuesday.**

Instruction begins in all departments.

March 19 to March 27-----Easter vacation

June 10, Friday-----Second semester closes

# OFFICIAL DIRECTORY

---

SANTA BARBARA STATE TEACHERS COLLEGE

Administered Through

DIVISION OF NORMAL AND SPECIAL SCHOOLS

of the

STATE DEPARTMENT OF EDUCATION

VIERLING KERSEY, Superintendent of Public Instruction  
Ex-Officio Director of Education

SAM H. COHN, Deputy Director of Education

State Board of Education

C. L. McLANE, *President*

GORDON GRAY

E. P. CLARKE

MRS. AMY S. STEINHART

ALLEN T. ARCHER

HARLES ALBERT ADAMS

MRS. IRENE HEINEMAN

MRS. MINNIE B. BRADFORD

MRS. DAISIE L. SHORT

MRS. MARY ROBERTS COOLIDGE

## Officers of Administration

LARENCE L. PHELPS.....President

HARLES L. JACOBS.....Dean of Upper Division

WILLIAM ASHWORTH.....Dean of Lower Division, Dean of Men

MILDRED C. PYLE.....Dean of Women

MAE CUSHING MILLER.....Registrar

WILMA ELIZABETH LOWSLEY.....Financial Secretary

RED ALLRED.....Controller—Student Body

ATHARINE FAIRCHILD BALL.....Librarian

RENE W. CLOW.....Secretary to the President

## FACULTY 1930-31

---

- Clarence L. Phelps, B.A., M.A. (Stanford) ; additional graduate work at Stanford-----*President*
- Edna Rich Morse-----*President Emeritus*
- Fred Allred, B.A. (Santa Barbara State Teachers College)-----*Controller, Student Body; Physical Education*
- William Ashworth, B.A. (Dartmouth) ; M.A. (Stanford) ; additional graduate work at University of California and Stanford-----*Dean of Lower Division; Dean of Men; Head of English Department*
- Katharine Fairchild Ball, B.A. (Pomona) ; certificate University of Pittsburgh; graduate Los Angeles Library School-----*Librarian*
- Helen M. Barnett, University of Chicago; Santa Barbara State Teachers College, certificate; University of California, B.A.; graduate work at Stanford and University of Southern California; special work in voice production with MacBurney Studios, Chicago; John Smallman, Los Angeles; William Shakespeare, London-----*Director of Music*
- Elizabeth L. Bishop, B.S. (Teachers College, Columbia) ; M.A. Ed.D. (University of California)-----*Psychology; Director of Research in Education*
- Alice V. Bradley, B.S. (Wisconsin) ; additional work University of Chicago and University of California-----*Home Economics*
- \*Harold Whitman Bradley, B.A., M.A. (Pomona) ; additional graduate work at Stanford-----*History*
- \*Margaret M. Burke, B.A. (Pomona) ; additional work University of Southern California-----*English*
- Austine I. Camp, Wellesley College-----*(Part Time) Weaving*
- Lewis C. Carson, B.A., M.A. (University of Michigan and Harvard) ; Ph.D. (Harvard)-----*(Part Time) Geography and Philosophy*
- Edith O. Churchill, B.A. (Santa Barbara State Teachers College)-----*(Part Time) Cafeteria*
- Florence L. Clark, B.A. (Pomona) ; State Teachers College, Santa Barbara; M.A. (Columbia)-----*Home Economics*
- Mary E. T. Croswell, Pratt Institute; portrait study with John M. Clawson; sculpture with Herbert Adam; design with Arthur W. Dow-----*Head of Art Department*
- Harold McDonald Davis, B.S. (University of Illinois) ; M.A. (Stanford)-----*Head of Physical Education Department*
- Marie June Davis, B.A. (School of Speech, University of Southern California) ; graduate work at Stanford and University of California-----*(Part Time) Public Speaking*
- Ruth M. Doolittle, Chouinard School of Art, Design with Rudolph Schaffer; B.A. (Santa Barbara State Teachers College) ; graduate work at Stanford-----*Art*
- Helen Stone Dozier, B.A. (Mills College) ; M.A. (University of California)-----*Physical Education*

\* Leave of absence.

- Charlotte P. Ebbets, graduate Pratt Institute; special work, Teachers College, Columbia; Harvard Extension-----  
*Head of Home Economics Department*
- Roy P. Eichelberger, B.S. (University of Idaho); M.A. (Teachers College, Columbia)-----  
 (Part Time) *Supervision, Junior High School Education*
- William H. Ellison, B.A. (Randolph-Macon); M.A., Ph.D. (California)-----  
*Head of Social Science Department*
- Emanuel E. Ericson, B.S. (Stout Institute); additional work University of California and University of Southern California; practical experience in cabinet making, building construction and drafting; editorial work Industrial Education magazine-----  
*Head of Department of Industrial Education*
- Isabel Morton Fish, Graduate School of Museum of Fine Arts, Boston; graduate Evening School of Drawing, Boston-----  
*Art*
- Winifred M. Frye, B.S. (Milwaukee-Downer); additional work University of Chicago; Columbia Commonwealth Art Colony.  
 -----  
*Home Economics; in charge of Household Art*
- Kenneth Gobel, B.A. (Iowa)-----  
 (Part Time) *English*
- Fred L. Griffin, graduate Mechanics Institute, Rochester; B.A. (Santa Barbara State Teachers College); additional work Syracuse University and Montana State College; practical experience Franklin Automobile Factories; engineering department, Duluth Shipyards-----  
*Woodwork; Sheet Metal*
- Marie Hennes, A.B. (Santa Barbara State Teachers College); Supervisor Home Economics, City of Santa Barbara-----  
 (Part Time) *Supervision*
- Winifred Weage Hodgins, B.S. (Washington); M.A. (Columbia)-----  
*Physical Education*
- Charles L. Jacobs, B.A. (Columbia); M.A. (Stanford); Ph.D. (Columbia)-----  
*Dean of Upper Division; Head of Education Department*
- Ferdinand T. Kebely, Graduate Royal Art Academy, Vienna; Study at Organized Government Art Institute, Irkutsk, Siberia; Director , Art and Lithograph Department, Atheneum, Budapest-----  
*Art*
- Gertrude Hovey, English School of Guiding, "Foxleafe," Hampshire-----  
 (Part Time) *Scouting*
- Roy Lawhorne, Commercial Artist-----  
 (Part Time) *Art*
- Clifford E. Leedy, B. Mus. (University of Southern California)-----  
 (Part Time) *Music*
- Edith M. Leonard, B.E. (Chicago Academy and National Kindergarten and Elementary College, Chicago); M.A. (Claremont Colleges)-----  
*Supervisor, College Elementary School*
- Florence W. Lyans, Pratt Institute; University of Chicago School of Fine and Applied Arts; B.A. (Santa Barbara State Teachers College)-----  
 (Part Time)  
*College Elementary School and Industrial Education Department*
- Calvin McCray, B.A. (University of Southern California)-----  
 (Part Time) *Scouting*
- Edward L. Markthaler, M.D. (Columbia) (Part Time) *Health Education*
- Nettie Augusta Maurer, B.S. (Teachers College, Columbia); M.A. (University of California)-----  
*Supervisor, College Elementary School*
- William Clarence Maxwell, B.A., M.A. (Stanford); Ph.D. (University of Washington)-----  
*English*



- H. Edward Nettles, B.S. in Ed. M.A. (University of Missouri) ; Ph.D. (Cornell University) ; additional work, Cambridge University *History*  
 William W. Peters, B.A., M.A. (Knox) ; M.S. (Illinois) ; additional graduate work in Electrical Engineering at Illinois and in Physics at University of California-----*Physics, Mathematics*  
 Agnes G. Plate, B.A., M.A. (Stanford)-----*Physiology*  
 \*Elsie A. Pond, B.A., M.A. (Stanford) ; additional graduate work at University of Colorado-----*Directed Teaching*  
 Laura Specht Price, B.A. (University of Minnesota) ; M.A. (Stanford)-----*Education; Director of Elementary Teacher Training*  
 Mildred C. Pyle, B.A. (Western College, Oxford, Ohio) ; M.A. (University of California) ; additional work at Columbia University-----*Dean of Women; Social Science*  
 Eda Ramelli, B.A. (California) ; M.A. (Stanford) ; two years' travel abroad and study at Centro de Estudios Historicos e Investigaciones Cientificas and University of Madrid-----*Foreign Language*  
 Charles Robson, B.A. (University of Rochester) ; graduate study at Universities of Geneva and Berlin-----*(Part Time) French*  
 William L. Rust, trained in Engineering, Birmingham, England, and Dunkerque, France ; practical experience as Chief Engineer ; proprietor, machine shop and commercial garage ; master mechanic and engineer, Loughhead Aircraft Company, Santa Barbara-----*Automotive Theory and Repair; Machine Shop; Electricity*  
 Hazel W. Severy, B.A., M.A. (Stanford) ; D.Sc.O. (research work College of Osteopathic Physicians and Surgeons)-----*Head of Science Department*  
 Roy L. Soules, B.A. (Santa Barbara State Teachers College)-----*(Part Time) Directed Teaching, Industrial Education Department*  
 Leon Trimble, B.A. (Illinois)-----*Physical Education*  
 \*Gladys Van Fossen, B.A. (University of Minnesota) ; M.A. (Columbia)-----*Physical Education*  
 Earl Fiske Walker, B.A. (Nebraska Wesleyan University) ; Ph.G. (Nebraska University) ; M.A. (Nebraska University) ; additional graduate work at Chicago University and Stanford-----*Science*  
 Harrington Wells, B.A., M.A. (Stanford)-----*Science*  
 Schurer O. Werner, B.A. (State Teachers College, Santa Barbara) ; practical experience in Architectural Drawing and Building Construction-----*Architectural Drawing; Carpentry*  
 \*Robert Wormser, B.A. (Harvard) ; additional work at Stanford and Cambridge Universities-----*Directed Teaching*

### ASSISTANTS

- Alice Gross-----*Accompanist, Physical Education*  
 Wilhelmina Menken-----*Assistant in Registrar's Office*  
 Mamie S. Miller-----*Assistant in Main Office*  
 Meryl Jaynes-----*Assistant in Industrial Education*  
 Ralph Johnson-----*Assistant in Industrial Education*  
 Pearl Ogle-----*Assistant in English and Mathematics*  
 Vernley Tice-----*Assistant in Industrial Education*

\* Leave of absence.

## GENERAL INFORMATION

---

### HISTORICAL

This institution was founded by legislative enactment in 1909, under the name of the Santa Barbara State Normal School of Manual Arts and Home Economics. Its first sessions were held in the Blake Memorial building of the public schools of the city. Later, the present commanding site was secured. The first buildings were completed and occupied in 1913.

Within the next six years three other buildings had been completed, and the Department of Art, Physical Education, and Music had been added. In 1919 the Legislature added the General Professional Department and changed the name of the institution to The Santa Barbara State Normal School. Again, in 1921, by legislative enactment, the institution changed its name to The State Teachers College of Santa Barbara and secured the right to develop courses leading to the B.A. degree upon approval by the State Board of Education.

More recently two new buildings have been completed and two more have been provided by the Legislature, while several departments of work in the college now grant the B.A. degree upon authorization of the State Board of Education.

The college is a member of the American Association of Teachers Colleges.

### LOCATION

Santa Barbara is a most delightful city of more than 40,000 population. It has one of the most attractive natural settings in the country, and the combination of its scenic beauty and its delightful climate attracts visitors and homeseekers from all parts of the world. It is essentially a city of homes and has a superior type of citizenship, all of which taken together makes it an admirable place in every way for the location of an institution for the training of teachers.

The college is built on a tract of land containing sixteen acres, located on Mission Ridge within the city limits. It overlooks the entire city and commands a view of the Santa Barbara Channel and the islands beyond. Goleta Valley, with the Pacific Ocean in the distance, spreads out in another direction, while high mountains rising up impressively almost from the campus itself complete the grandeur of the picture which annually delights the thousands of people who come to view it.

The college has recently purchased an athletic field containing thirteen and one-half acres and plans are being completed for the purchase of additional land for other purposes.

### CLIMATE

There is no more equable climate in all California than in Santa Barbara. Intense cold is unknown, excessive heat is rare, and the varia-

tion of temperature the year around is moderate in a degree no less wonderful. This fortunate condition is mainly the result of natural environment. Invariably an ocean breeze tempers the summer heat, and the mountains almost encircling the city break the force of the trade winds while the islands in the channel protect the mainland from the rough winds of the outer ocean.

Official records show that the difference between the mean temperature of summer and winter is only twelve degrees at any one given hour of the day and night. The hottest hours of summer rarely exceed ninety degrees and the coldest nights seldom register a temperature below thirty-two degrees. There are on an average two hundred and forty clear days during the year and of the remaining, sixty are wholly cloudy, and sixty-five partially so.

### BUILDINGS

The new administration building, which has been occupied since January, 1928, in addition to furnishing commodious and convenient administrative offices, includes an auditorium and the new library. The former main building has been remodeled and reequipped and is used wholly for classroom and laboratory work. Two buildings are used for shop and laboratory work in Industrial Education, the upper containing shops for woodworking, sheet metal, wood-finishing, machine shop, forging and welding foundry and automobile repair; the lower containing rooms for drawing, electricity, printing, automotive laboratory, and a general shop for practical teaching. The college elementary school is housed in three recently constructed frame buildings. A well-equipped gymnasium building serves the physical education interests of the school. The new Home Economics Building, made possible through an appropriation made by the Legislature of 1927, has been completed. This building contains modern facilities and equipment for carrying on Home Economics training under the best conditions and by the most approved methods. It also contains dining and social facilities of the most modern type, consisting of three dining rooms and two roof gardens. Meals are served three times a day on an approximate cost basis. A coffee shop with a lunch counter is open throughout the entire school day.

Plans have been completed for two new buildings to be erected during the current school year. One of these is a Science building and the other is a training school.

### LIBRARY

The library is a collection of more than 20,000 carefully selected books and pamphlets. It consists of well-balanced professional, technical, literary, and reference material, which meets the fundamental requirements of all departments. The "Lincoln Library," which is being provided by a friend of the college, and which occupies a room set apart for it in the new library, now has some twenty-two hundred volumes of carefully chosen books. Other additions to the library, both by gift and purchase, are being made as rapidly as possible.

Carefully selected current periodicals furnish material for the various departments and stimulating reading for the cultural progress of both student and faculty.

## LECTURES

The college has a lecture foundation which is administered jointly with the Santa Barbara Museum of Natural History. Under this arrangement lectures of scientific value and general interest are provided at frequent intervals. These lectures are open to students free of charge.

## THE COLLEGE ELEMENTARY SCHOOL

The Elementary School, located on the campus, is under the direction of the Department of Elementary Education. Here competent supervisors direct the senior student-teaching in the first six grades.

Plans are under way for a beautiful new building to house this department. It will make provision for a modern kindergarten unit in addition to the first six grades.

The school aims to be practical and progressive in its attempt to arouse, guide and interpret purposeful, self-directed activity on the part of the children. This school procedure functions in the life of the child outside of the school environment as efficiently as within it, and can be carried over into other schools by the graduates of the college.

## SHOPS AND LABORATORIES

The college has the following shops and laboratories:

*Machine Shop*—Equipped with lathes, milling machines, drills, grinders, planers, hack saws, and all other necessary small tools.

*Drafting Room*—Equipped for 18 students, with individual drafting tables, drawing boards, lockers, blueprint facilities, etc.

*Forge Shop and Foundry*—Equipped with various types of forges, hardening and tempering furnace, a power hammer, a full assortment of hand tools, complete oxyacetylene welding equipment, and a small foundry with equipment for aluminum casting.

*Automobile Shops*—Two shops completely equipped with demonstration machines and engines, overhead cranes, air compressor, and a full supply of tools for the study and repair of gasoline cars and trucks. There is also an equipment for the study of auto electrics.

*Sheet Metal and Art Metal*—Equipped with stakes, hammers, drills, cutters, brakes, and soldering furnaces. Complete equipment for course in art metal and jewelry.

*Woodworking*—Complete and varied equipment; power lathes, jointer, planers, saws, etc. Complete facilities for staining, polishing, and finishing in separate room.

*General Shop*—A shop designed for giving practice teaching in industrial education, in several kinds of shop work taken by the students of the college elementary school.

*Electric Shop*—A special shop in the new shop building with equipment for practical work in electrical construction.



*Printing*—Two power presses, a full complement of type of several styles, paper cutter, stands, and binding equipment.

*Cooking and Dietetics Demonstration*—These laboratories, four in number, are fitted with the latest equipment and devices for carrying on scientific training. The desks in the three cooking laboratories are built according to the unit plan, with oven heat control for each stove. In the laboratory designed for practice teaching the desks are built to a height to accommodate the children. Electric range and electric labor-saving devices are installed to afford a wider experience in promoting more effective work. A specially designed counter with gas and electric connection is built into the laboratory used for Food Demonstration work and experimental cookery.

*Laundry*—A laundry with stationary tubs, several varieties of mangle washers, patent ironers, wall ironing boards and an electrically heated closet for drying clothes.

*Miscellaneous*—A large room designed to fit the needs for home nursing, table service and lecture work. Spacious pantries and closets for storage of equipment. Rest rooms for faculty and students.

*Clothing and Textile*—Laboratories in the new Home Economics building are beautiful and spacious. They are well lighted and thoroughly furnished with new equipment. The colonial textile room has a large fireplace with early American appointments. The room itself is patterned after Capen House (1693). Its beamed ceiling and furnishings of spinning wheels and chairs of early period give an atmosphere conducive to the study of textiles and early American mode of living.

*Science*—Two main laboratories equipped for work in inorganic, organic, physiological, food, and textile chemistry; for industrial chemistry for men; and for biology, physiological botany, bacteriology, and physiology. Facilities for special experimentation and research work in problems of sanitation and health. Physics laboratory equipped for college courses.

It is expected that during the college year of 1931-32, the new science building, containing adequate and modern laboratories for all aspects of science work, will be completed.

*Crafts*—The Art Department has a craft laboratory fully equipped with tools for teaching toy making, bookbinding, leather tooling, jewelry and pottery.

*Pottery*—Adjacent to the craft laboratory is a room equipped with kiln for firing pottery. Other equipment includes a number of plaster moulds used in pouring pottery forms.

*Weaving*—Laboratories are equipped with a number of two-, four- and six-harness looms of the Swedish pattern, beside Barbour and tabby looms, giving a full equipment for weaving cotton, linen, silk and wool textiles.

## THE STUDENTS' COOPERATIVE STORE

There is maintained on the campus a store to supply student needs in books, stationery, supplies of all kinds needed in college work. The store operates under the direction of a Store Committee consisting of three members of the faculty, who plan policies with the manager, and help to make it possible for students to purchase their supplies at minimum cost.

## HEALTH SERVICE

The college maintains a Health Office on the campus, under the direction of a faculty Health Committee, and with the part-time services of a physician. This office handles the routine physical examination of all enrolled students, provides daily advisory service to students, passes upon cases requiring limited or increased physical activity, provides for the services of the State Motor Clinics, issues health certificates for teaching credentials, and serves in many ways as an agent in the education of the students in matters of health.

## STUDENT INSURANCE

Hospitalization insurance is provided for all students who become members of the Associated Students. In case of sickness, accident or operation, this service protects the student against hospital expense up to certain limits. This insurance was procured last year at very little cost above the regular membership fee.

## LIVING ACCOMMODATIONS

Living arrangements for students whose homes are not in Santa Barbara are made through the offices of the deans. Board and lodging for students can be secured in private residences. The cost of board and lodging: (1) in boarding houses near the college is \$40 to \$45 a month; (2) for students living in housekeeping rooms and "boarding themselves" the expenses may be reduced to as low as \$25 a month.

Lists of approved houses and other information concerning living accommodations may be obtained at the office of the Dean of Men or Women.

Women students desiring to arrange housekeeping in groups consult with the office of the Dean of Women and secure a responsible person to act as supervisor of the group. Women students secure the approval of the Dean of Women before engaging living quarters. Pending permanent location of women students the Santa Barbara Recreation Center will furnish inexpensive accommodations.

## EMPLOYMENT

*Opportunity for Self-support.* Students desiring employment should send in their application to the Dean of Men or Dean of Women. Personal application *should not be made* until the period of registration as employment lists are not made up before that time. Positions can not be secured by



correspondence. Students must be on the ground to negotiate for themselves.

It is often difficult for students to secure remunerative employment from the start. In general, no one should come to Santa Barbara expecting to become self-supporting, throughout the college course, without having on hand at the beginning sufficient funds to cover the expenses of the first semester.

Only a few students find it possible to be entirely self-supporting. With reasonable diligence a student can devote from twelve to twenty-five hours per week to outside work without seriously interfering with college work.

Board and lodging can usually be obtained in private homes in exchange for services rendered. Opportunities also exist for obtaining employment on an hourly basis in the following fields: (1) for women—typewriting and stenography, clerical work, telephone service, housework, care of children, etc.; (2) for men—garage work, driving, service station, gardening, and the like. The rates for employment of this kind vary from twenty-five to fifty cents an hour. A student qualified to do tutoring and other technical work can occasionally find employment on a more remunerative basis than in the fields mentioned above.

### LOAN FUNDS

*The Ednah Rich Morse Loan Fund*—established in 1916 by Ednah Rich Morse to aid deserving students. This fund is to be used for small emergency loans. These loans do not exceed thirty dollars and may run only for a few months. No interest is charged. Applications should be made to the Dean of Women.

*The Santa Barbara Student Loan Fund*—established in 1920 by Mr. William Wyles to make it possible for students to finance their college course. A low rate of interest is charged and the student is expected to repay after he has completed his training and is gainfully employed. Application for loans from this fund should be made to the president of the college.

### STUDENT ACTIVITIES

The student body has charge of general matters that pertain to student activities. These activities have two phases, one of which relates to the welfare and happiness of the students themselves, and the other to cooperation with the faculty in the maintenance of the standards and reputation of the school.

All social affairs are administered by a student committee in cooperation with a faculty committee of which the Dean of Women is chairman. Similar committees are in charge of debating, dramatics, public entertainments, etc. Matters pertaining to finance and management are supervised by the president's office either directly or through an appointed representative from the faculty.

Athletics of all kinds for both men and women are encouraged to the extent commensurate with all-round physical development and good academic work. Trained coaches are in charge of all athletic activities.

Several other student organizations have specific aims which will be suggested by the following list:

Associated Women Students; Men's Club; Art Club; Home Economics Club; Industrial Education Club; Outing Club (hiking); Debating Society; Athletic Association; College Players; Golf Club; Alumni Association; Orchestra; Glee Club; Band; Kappa Delta Pi, National Educational Fraternity; Delta Phi Delta, National Art Fraternity; Kappa Omicron Phi, National Home Economics Fraternity; Alpha Phi Gamma, National Journalistic Fraternity; Pan-Hellenic Association, etc.

With the assistance of the organizations, the sympathetic cooperation of the faculty, and the wide opportunities afforded by such a city as Santa Barbara, it is hoped that the student may find all that contributes to a normal, healthy, and joyous life, at the same time that he successfully pursues his studies in his chosen field.

### SOCIAL AND RECREATIONAL ACTIVITIES

There are attractive opportunities for social and recreational activities. The most important student body organizations on the campus are the student body as a whole, the Associated Women Students, and the Men's Club.

Among the most enjoyed social activities are trips to the Channel Islands and the various beaches, dancing, stunt parties, automobile sight-seeing trips, bathing and hiking. During the year, plays are given at intervals. The Community Arts Association provides numerous entertainments in drama and music, with productions and concerts regularly each month.

The scenic beauties of Santa Barbara are unique. The mild climate with its continuous good weather attracts distinguished people who have made this their home and through cooperation have developed a community spirit which is already internationally known.

There is a flourishing artists' colony and a writers' club, both of which are active in sponsoring the native folklore together with all else which is best in literature and art.

Thus the location of the college is in every way ideal, and, united with high college standards, offers inducements rarely found in such happy combination.

### PHYSICAL EDUCATION

The requirements are specified in the detailed statement of each course. As nearly as possible all types of activity are provided for each student during his stay in college. Unit requirements are not lessened by sport participation except as provided for by the course requirement.

The men's division of the Physical Education Department sponsors intercollegiate and Intramural competition in all sports.

The women's division of the Physical Education Department sponsors the annual May Day Program and the Play Day, an invitational competitive and social event for the girls of the near-by high schools.

All students are expected to register with the Physical Education Department upon their entrance to the college. A medical examination is required of all students as an entrance requirement. The college arranges for such an examination at a minimum cost to the student.

In addition to furnishing activity courses for all students in the college, the Physical Education Department offers major and minor work in

physical education for students who expect to make this field their life work.

The college is in the process of acquiring an excellent athletic field in Mission Canyon, one-half mile from the campus. The site was originally purchased by friends of the institution and held pending action of the 1929 Legislature. In the meantime the sum of \$13,000 was expended from private funds in temporary improvements. With money available from the State the permanent developments will be made within a short time. The college is thus assured of one of the best athletic fields in southern California.

The college also has the use of the Pershing Park, a recreational field owned by the city, which is lighted for night contests. The past year, the college has used this field for its night contests in football and track. We hope to add baseball as a night sport for the season of 1931-32.

## EXTRA CURRICULAR ACTIVITIES

### I. Public Performances.

#### 1. Athletics.

Participation in intercollegiate athletic performances is controlled by the rules governing the Southern California Intercollegiate Athletic Conference, which require at the time of a contest a passing grade in 12 units for the current semester for all participants, one year's residence in the institution the students represent, and college credit for 24 units.

Freshman and varsity teams will be organized in the various sports for intercollegiate competition.

#### 2. Debates, Dramatics, Glee Club and Similar Activities.

### II. Major Student Offices.

The major student offices are defined to include the following:

Editorship of *La Cumbre* or *Roadrunner*.

President of the Student Body.

Social Chairman of the Student Body.

President of Men's or Women's Athletic Association.

President of A. W. S.

Chairman of Student Activities Committee.

To be eligible to hold any of these offices, a student must have carried during the preceding semester at least 12 units of work and have made an equivalent number of honor points.

## APPOINTMENT BUREAU

The college maintains an appointment bureau for the mutual service of its graduates and boards of trustees desiring to fill teaching positions. There is a fee of three dollars for the service rendered. The fee covers campus membership to the College Alumni Association and copies of letters of recommendation sent by request of applicant to superintendents, principals or Boards of Education. There is no guarantee that positions will be secured, but since no difficulty has been experienced in placing our graduates, a candidate can feel reasonably confident of securing a satisfactory position.

The same interest is taken in graduates in service as in those just completing the work of the college. A question blank is sent out each year asking for information concerning the work and prospects of graduates. From the returns the bureau is able to be of service in securing promotions for progressive graduates, a matter quite as important as securing the first position. All candidates are expected to reimburse the bureau for telephone messages and telegrams found necessary by the Appointment Secretary when making efforts in their behalf.

### **SUMMER SESSION**

The summer climate of Santa Barbara is delightful, and the summer session offers, in addition to the main consideration of educational courses of the highest grade, all of the advantages of a vacation at the seaside or in the mountains. A session is held each year, beginning about two weeks after the close of the regular session. This session is especially designed for the needs of teachers in service, and suggestions are welcomed as to how it can better serve this end.

### **THE ALUMNI**

The Alumni organization is an important factor in the life of the school. Upon graduation, students become eligible to membership. The dues are one dollar per year. Information is collected from all members each year through the questionnaire of the Appointment Secretary. Many new positions are secured for members by this means, and the school is kept fully informed of the activities of its graduates. Alumni reunions are held at intervals in Santa Barbara, and also in such centers as San Francisco, Los Angeles, Sacramento, Stockton, and Bakersfield.



## ADMISSIONS

---

### Purpose.

"The State teachers colleges are the established institutions under the direction of the Department of Education to carry on, in part or in whole, as they may from time to time be authorized to do, any or all lines of work necessary for the training of the public school teachers of the State of California. They are also authorized to grant baccalaureate degrees." (Bulletin H-1, California State Department of Education, p. 3.)

### REQUIREMENTS FOR ADMISSION

#### I. General Qualifications.

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defects which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction. A student in doubt concerning his health qualifications should consult the Health Committee.

#### II. Alternate Qualifications.

a. *Graduates of accredited public secondary schools of California, graduates of other secondary schools of California and graduates of schools of secondary grade of other states recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:*

(1) **Clear Admission:** High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven, and twelve.)

(2) **Provisional Admission:** High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimations and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, interests, and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students. At the close of the first semester in residence a complete reevaluation of the credentials and records of all such students shall be made. Students shall then be granted clear admission, dropped from the college, or for sufficient reason continued as provisional students.

b. *Teachers holding valid credentials to teach* in any county of the State may be admitted for further study. Such students may become candidates for a degree, only when entrance deficiencies have been duly satisfied, as determined by the faculty of the college.

c. *Persons over twenty-one years of age* may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory score on a college aptitude test). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the college.

### III. Applications for Entrance.

#### A. From High School.

Applications for entrance, accompanied by all necessary information, complete scholastic record, letters verifying teaching experience, if any, personal recommendations, etc., should be in the hands of the Credentials Committee by July 15th for the fall semester and by November 15th for the spring semester. Evaluations of records given by the Credentials Committee are void if not used within a period of two years.

*Records of high school work* should be presented on blanks which may be secured from the registrar's office at the college. Fully qualified students should fill out the "Clear Admission" blank. Students who do not meet the full requirements should use the "Provisional Admission" blank.

#### B. Advanced Standing.

Credit may be allowed for work taken in other institutions of collegiate grade. Applicants for admission who present more than the minimum requirements for graduation from California high schools, may be admitted and given such undergraduate standing as may be determined by the Credentials Committee.

1. *Transfers from Junior Colleges.* Credits earned by applicant for admission who *transfer* from junior colleges will be accepted at the teachers colleges for degrees and credentials upon the following basis:

- a. Not more than sixty-four credits of lower division standing may be offered.
- b. No credits for professional courses in education may be offered.

Students transferring from other institutions should present full official transcripts of all work which they wish to present for evaluation. Such transcripts must be either the originals or copies attested by a notary, or photostatic copies of the originals and must contain the following information:

- a. Names of subjects.
- b. Units completed and grade obtained.
- c. Hours per week and number of weeks.
- d. Length of "hour" in minutes.
- e. Key to grading system used when grade was assigned.



2. *Admission by Examination* is sometimes permitted in exceptional cases. Such cases must have the approval of the head of the department, the instructor concerned, and the Credentials Committee.

3. *Admission on experience.* In exceptional cases, for experience satisfactory to the department concerned, mature students are admitted. In no case does credit for experience apply to degree courses except that a maximum of eight units may be applied after examination in lieu of practice teaching. No candidate for a degree in Elementary or Junior High School Education may be graduated without completing satisfactorily a minimum of two units of supervised teaching in this institution. For further information, consult the chairman of the Credentials Committee.

4. *Residence Requirement.* Of the 124 or more units required for a bachelor's degree, at least 30 must have been completed in this college in residence courses of instruction during the final or senior year.

*Extension work* may be allowed under approved conditions, not to exceed 30 units in amount.

### C. Examinations at Entrance.

All entering students carrying six or more units of work, except those who present official evidence of having met this requirement previously in an accredited institution, must take the *English A examination*,\* the *college aptitude test*, and a *physical examination* at the time of entrance. These examinations are given on the first days of registration, and form an essential part of enrolling in the institution. Registration is not complete until these obligations have been met. A small fee is charged for the aptitude test and for the English A examination. The physical examination is a part of the health service offered by the college Health Office.

Students who have records for the completion of the English A requirement, and of a psychological examination of college grade, should request that these records be included on the transcript of record which they present for evaluation.

### D. Registration.

- a. *For entering students.*—Registration takes place on Thursday, Friday and Saturday of Freshman Week, September 10, 11, 12. New students are expected to be on the campus during these days for consultation with the Deans, with the department heads, and to take the College Aptitude Test and the English A test, and complete their registration. (See c below.)
- b. *Returning students.*—Should register on Monday and Tuesday, September 14 and 15.
- c. *Late registration.*—A fine of \$2 will be charged for registration after Tuesday, September 15.

Registration is not complete until all fees, including student body and laboratory fees are paid. Failure to take the College

---

\* For details of English A requirement, see English Department, page 65.

Aptitude Test at the schedule time, or to present in lieu of it a record from another institution of collegiate grade, will be counted as late registration.

- d. *Program cards*.—Students are given until Friday, September 18, at 4.30 p.m. to make necessary changes and adjustments in their programs. Cards must be in the hands of the Registrar at that time, and no changes may be made thereafter, except by petition to the Credentials Committee.

### FEES AND FINES

NOTE.—In payment of bills by check, checks of the exact amount of the bill only will be accepted.

#### For entering students only—

College aptitude test (at time of registration)-----	\$1 00
English A examination (at time of registration)-----	1 00
X-ray (at a later time)-----	1 00

#### For all students—

Registration fee per semester (State Treasurer)-----	1 50
Per unit in each course carrying laboratory work-----	1 00
Student Body-----	12 50
Library maintenance-----	2 00
Incidental -----	1 00

#### Summer Session—For all students—

Registration (State Treasurer)-----	15 00
Per unit in each course carrying laboratory work-----	1 00
Library maintenance -----	1 00
Student Body -----	1 00

#### Fines for—

Late registration -----	2 00
Failure to meet officially required appointments, such as medical examination, English A examination, College aptitude test, each-----	1 00
Overdue library books: On reserve, 25 cents per hour, or per day -----	1 50
Other books, per day-----	25
Failure to return physical education equipment—See under Physical Education Department.	
Failure to turn in by the required date the double semester program card or the group of three daily program cards, each set-----	1 00

The Student Body fee each semester, as provided by the Student Body Constitution, provides for each student entrance to all regular athletic contests and other Student Body activities, and subscription to the college weekly, "The Roadrunner." Payment of this fee in two semesters of a year entitles the student to a copy of the college annual, "La Cumbre." The Student Body fee also covers hospitalization insurance for each student.

## CLASSIFICATION OF STUDENTS AFTER ENTRANCE

---

Students are classified in three ways:

### I. Regular and Provisional.

At the time of entrance they are classified on the basis of their entrance status with regard to whether they have "clear admission" or "provisional admission." All students under this classification are either *regular* or *provisional*.

*Regular students* are defined as students who can fulfill the entrance requirements for "Clear Admission." They are eligible to candidacy for any degree or certificate by the college.

*Provisional students* are defined as students who can not fulfill regular college entrance requirements. *They are not eligible to candidacy for degrees or regular certificates.*

Provisional students may attain regular status by earning as many grade points as units while carrying a program of 12 units or better during either semester of their first year in college. *Application for change from provisional to regular status must be made to the Credentials Committee by petition.*

### II. Upper and Lower Division; Classified and Unclassified.

The second classification is on the basis of the type of work chosen by the students—that is, the department of the college they elect to enter, and upon their year-status in the college.

This college is organized on the typical Upper and Lower Division plan, and by departments. The Lower Division is primarily cultural and is fundamental to the professional preparation which takes place mainly in the Upper Division. In the Lower Division, specific requirements set up by the State Board of Education must be met. Also, such selections will be made from the Lower Division offerings as will prepare the student for his desired professional work in the Upper Division.

The Upper Division of the college is intended to extend the cultural development of students and to fulfill the requirements of professional preparation for teaching according to the standards established by the State Board of Education.

All students entering without advanced standing are, for the first two years, in the Lower Division. Students who, at the time of entry have determined upon their Upper Division major, may affiliate at entrance directly with that department and have their study cards signed by the head of the department in which they choose to register. The degree granting departments are the Home Economics, Industrial Education, Art, Elementary Education, Junior High School Education, Social Science (History), English, and Physical Education. It is advantageous but not necessary to choose one of these departments at the time of entry.

The college offers students considerable latitude in the selection and arrangement of courses. Two main classifications are made in the Freshman year:

**A. Lower Division Classified Students.**

Students who indicate on entrance a preference for a major field of study, are registered as *Lower Division Classified*, and have for their counselor the head of their chosen department.

*Lower Division Classified* students may choose a major leading to the A.B. degree from any of the following fields.

- a. *With a Credential authorizing the holder to teach.*
  1. The kindergarten-primary curriculum—authorized 1923.
  2. Elementary curriculum—authorized 1923.
  3. Junior High curriculum 1929.
  4. Home Economics—authorized 1923.
  5. Industrial Education—authorized 1923.
  6. Art Education—authorized 1926.
  7. Physical Education—authorized 1929.
- b. *Without a Credential—Pre-Secondary.*
  1. English—authorized 1929.
  2. History authorized 1929.
  3. Home Economics—authorized 1929.

Students registered as *Lower Division Classified* may change their choice of major without petition merely by so indicating on their registration cards at the beginning of any semester, subject only to evaluation of their previous records in terms of the new department chosen.

**B. Lower Division Unclassified Students.**

Students who decline to choose a major are registered as *Lower Division Unclassified*, and have as their counselor the Dean of the Lower Division.

Students so registered will have great freedom in arranging their courses of study. Their selections may be exploratory or they may be directed toward some definite Upper Division work, the latter, of course, being preferable. As a rule, however, any selection showing a reasonable balance will be approved by the counselor, whose advice should be freely sought. Unclassified students may choose a major at the beginning of any semester, subject only to evaluation of their previous records in terms of the department chosen.

*Lower Division Unclassified* students may make their selections from the courses offered without regard to limitations prescribed by the State Board of Education.

**III. Full-time and Part-time.**

A classification on the basis of the amount of work carried. *Full-time students* are those who carry a program of 12 or more units. They may be either *regular* or *provisional*. Part-time students are those carrying less than 12 units of work.

## GENERAL REQUIREMENTS FOR GRADUATION AND CERTIFICATION

The requirements for the Lower Division or for graduation in the several departments of the college differ in many details. For the convenience of all concerned, therefore, a complete statement of all requirements for completing the work will be found in the outlines for that department.

All students who are candidates for degrees and for certification to teach must meet certain requirements set up by the State Board of Education, by the college, and by the several departments within the college. Requirements which are common to all students are as follows:

### I. State Board of Education Degree Requirements.\*

1. *Units required for graduation* are 124, of which 64 are normally completed in the Lower Division and 60 in the Upper Division.
2. *Required courses in Lower Division* include 35 units of work distributed as follows:

	Units
a. Social Sciences -----	12
Selected from the fields of History, Economics, Political Science, Sociology and Geography.	
b. Natural Sciences -----	12
Selected from the fields of Physics, Chemistry, Zoology, Biology, Botany, Physiology.	
c. Psychology -----	3
d. English -----	6
e. Physical Education -----	2

### II. Institutional Degree Requirements.

1. *Subject A.* An examination in English Composition must be taken by all entrants at their first registration. Admission to courses in the English Department is postponed until students are able to pass this examination. For details, see English Department, page 65.
2. *Foreign Language.* Students entering this college without two years of foreign language must complete before they receive the baccalaureate degree, 10 units of a foreign language.  
In the case of students over 21 years of age at the time of entering the institution, substitutions may be made in the foreign language requirement upon approval by the Credentials Committee.
3. *Mathematics.* Students entering this college without two years of mathematics other than arithmetic, must complete 6 units of mathematics before they receive a degree.

\* State Board of Education Bulletin, H-1, 1930.



4. *Physical Education.* Four units of physical education distributed over the four years of the college course, one-half unit each semester, are required of all students. This includes the two units prescribed by the State Board of Education.
5. *Lower Division* work to include the 35 units of background and cultural preparation for Upper Division work, together with beginnings in majors and minors, as well as some elective work, amounting on the average to at least 18 units. These beginnings may be made by selecting from the prescriptions of the State Board or from offerings from the following list:
  1. Art.
  2. Biological Science.
  3. Education.
  4. English.
  5. Foreign Languages.
  6. Home Economics.
  7. Industrial Arts Education.
  8. Mathematics.
  9. Music.
  10. Physical Education.
  11. Psychology.
  12. Philosophy.
  13. Social Sciences.
6. *Upper Division* work made up of 60 units of required professional courses in Education and electives. Not more than 40 units may be taken in the field of Education, and not less than 40 units of the total requirements for the Upper Division must be selected from Upper Division courses. Upper Division courses are numbered from 100 to 199. Lower Division courses are numbered below 100.
7. *Majors and Minors.* The work of the college is, in general, arranged so that the student selects a major field of study, and one or more minor fields, varying with the type of credential he desires to obtain. There is considerable variation in the minor requirements for different credentials, and the candidate should study each department section carefully in this matter, and consult the department head before planning his program.

A *major* in this institution is defined as follows:

  - (a) Lower Division work of not less than 12 units in a given subject or field; and
  - (b) Upper Division work of from 18 to 24 units additional in the same subject or field.
  - (c) Majors will aggregate from 30 to 50 units. No major may include more than 50 units.

A *minor* in this institution is defined as follows:

  - (a) Lower Division work of from 6 to 12 units in a given subject or field; and
  - (b) Upper Division work of from 6 to 9 or 10 units additional in the same subject or field.

*Choice of minors.* The student should be guided in the choice of his minor field by the advice of the head of his major department. In general, minors are designed to give breadth and background in the training of the teacher, although they may also serve the purpose of providing him with a second subject which he can teach if necessary. Some combinations of subjects are better



teaching combinations than others. Some combinations are better than others in transfer credit and as preparation for graduate study. The future plans of the individual student will determine which of these aspects should have greater weight in choice of the minor. Normally, a student majoring in a special department should choose an academic minor. This will give better cultural background, and furnish a better balanced course for transfer to graduate standing. Students in special departments who choose a minor in another special field should realize that such a combination may give an unduly heavy program of nonacademic subjects.

*Changing a major field.* A student in the Upper Division who desires to change his major will consult the Dean of the Upper Division, indicating the change he wishes to make. The Dean of the Upper Division will then confer with the head of the department in which the student is registered, and, upon their agreement as to the desirability of the transfer, may approve the change. The Credentials Committee, upon receipt of the proper blank, signed by the head of the department in which the student is registered and the Dean of the Upper Division, will evaluate the student's previous records and assign standing in the department to which he has transferred.

8. *Requirements in Special Departments.* The State Board of Education requirements for degree courses in the Lower Division are minimum requirements which must be met by every department of the college. Additional requirements may be set up by the different departments as may be deemed necessary for adequate professional training for the respective fields of teaching. The complete Lower Division requirements for each degree-granting department will be found under the particular department in "Outlines of courses," with complete Upper Division requirements, both State and departmental.

### III. Requirements for Teaching Credentials.

All of the curricula in this college except those designated as Pre-Secondary Curricula, lead to credentials to teach in the public schools of California. The State Board of Education has set up requirements for each of these credentials, and the curricula in the various departments have been planned to include provisions covering all requirements. There are certain general requirements to be met by every candidate for a teaching credential, and certain specific requirements for each type of credential.

#### A. General requirements for all credentials obtained through this College.\*

1. Completion of a four-year college course with a bachelor's degree preceded by graduation from a four-year high school.

---

\* Special requirements for each credential are considered in each department section. All credential requirements are outlined in State Board of Education Bulletin, H-2, 1928.

2. A recommendation from the school or department of education of the institution that the applicant shows promise of success as a teacher.
3. A certificate that the applicant is physically and mentally fit to teach.
4. Certain minimum academic and professional work including:
  - a. *State law requirement in American Constitution.*  
All candidates for teaching credentials are required to pass a course in Principles and Provisions of the Constitution of not less than two semester hours, taken in a California teacher-training institution. In this institution, this requirement is satisfied by Political Science 1B.
  - b. A minimum of 16 semester hours of work in the fields of Science, English, Social Science and Physical Education.
  - c. A minimum of fifteen semester hours of professional work in Education including:
    1. An orienting course giving a broad view of scope and historical development of the problems of American education. Covered in this college by Ed. 57. Introduction to Education, which is prerequisite to all education courses in the Upper Division.
    2. A course dealing with the aims, scope and desirable outcome of the elementary or secondary school.
    3. A course in Educational Psychology.
    4. Principles of teaching with directed teaching in appropriate fields, and suitable methods courses. Requirements vary in the different fields and for different credentials.

### CURRICULA LEADING TO TEACHING CREDENTIALS

*Elementary School Teachers' Curriculum*, leading to an Elementary Credential.

- a. Each candidate must complete a major in professional courses in Education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in Education.
- b. Each candidate must complete two minors in teaching subjects.

*Kindergarten-Primary Teachers' Curriculum*, leading to a Kindergarten-Primary Credential.

- a. Each candidate must complete a major in professional courses in Education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in Education.
- b. Each candidate must complete two minors in teaching subjects.

3. *Junior High School Teachers' Curriculum*, leading to a Junior High School Credential.
  - a. Each candidate must complete at least 18 units in professional courses in Education, including not less than 4 units in directed teaching.
  - b. Each candidate must complete a major and a minor in subject taught in high school, or a major in Education and two minors in high school subjects.
4. *Combination Curricula leading to two credentials*—Students who desire to do so may take a combined curriculum which will lead toward obtaining two credentials at graduation.
  - a. *Kindergarten-Elementary Curriculum* will include the requirement for both kindergarten and elementary credentials.
  - b. *Elementary-Junior High Curriculum* will include the requirement for both the elementary and the junior high school credentials.
5. *Pre-Secondary School Teachers' Curriculum*.
  - a. Each candidate must complete at least 12 units in professional courses in Education.
  - b. Each candidate must complete a major and a minor in subjects of subject fields usually taught in high schools.
  - c. No credential is given until graduate requirements for secondary certification have been completed.

At present, the college offers Pre-Secondary curricula in the fields of History, English and Home Economics.

6. *Curricula Leading to Special Credentials in the Secondary School Subjects.*

The college has four departments offering curricula which lead to special credentials on the secondary level.

- a. Curriculum leading to *Special Credential in Art*.
- b. Curriculum leading to *Special Credential in Home Making*.
- c. Curriculum leading to *Special Credential in Industrial Education*.
- d. Curriculum leading to *Special Credential in Physical Education*.

In each case, the candidate must complete a major in his chosen field of fifty units; fifteen semester hours in Education, including not less than four units of Directed Teaching. For minor requirements, see the section dealing with the department concerned.

It is understood that proficiency in any part of the curricula here provided for, when properly ascertained by the faculty of the college, shall be deemed sufficient satisfaction of the items of the curriculum covered; provided, that no student shall be graduated from any curriculum on less than 24 units of work done in residence.

A student teacher shall receive credit only for teaching done in a college training school, or as an assistant to a regularly certificated teacher who shall supervise the work, unless supervision is provided by the college.

## SCHOLARSHIP AFTER ENTRANCE

For definitions of students as regular and provisional, full-time and part-time, Lower Division Classified and Unclassified, see page 24.

### The Unit.

A semester unit is defined as a course requiring one full period of class work per week with two hours outside preparation, or if a laboratory subject, three full periods a week, taken for not less than eighteen weeks. In any laboratory course, three laboratory hours have the value of one unit of prepared recitation.

### Class Status in terms of units.

A student must complete 29 units for Sophomore standing, 59 for Junior standing, and 89 for Senior standing.

One hundred twenty-four units are required for a degree or for a teaching certificate.

## PROGRAMS

1. *An average program* is 16 units per semester, but a maximum of 17 units may be carried without petition and 18 by petition to credentials committee. Those students who are physically below normal are advised to take a maximum program of not more than 14 units.
2. A regular full-time student may not take less than 12 units.
3. A student with a single failure may not take more than 16 units the following semester.
4. A student placed on probation is not permitted to enroll for more than 14 units of work in addition to Physical Education activity.
5. *The method of petitioning for units in excess* of the normal load (17 units) is as follows:
  - (a) The student secures a blank petition from the Registrar and fills it as indicated on the petition.
  - (b) He has it signed by the head of his department and by either the Dean of Men or the Dean of Women.
  - (c) The department head returns the petition to the Registrar, who later reports to the student the action of the Credentials Committee in the case.
- Approval of excess units will be given only where the scholarship of the student indicates his ability to carry the work. Petitions of this type must be filed on or before the Monday of the second week in the semester.
6. *A semester program card must be filed* not later than Monday of the second week of the semester. Any change after the first week may be made only by petition.
7. *For procedure in dropping a subject* see "Withdrawals and Dropped Subjects," page 33.



## SCHOLARSHIP STANDINGS

Scholarship After Entrance is Rated on a Five-point Scale as Follows:

- A—Superior. Represents outstanding work.
- B—Good.
- C—Average.
- D—Poor. Below average work, but passing.
- F—Failure.

### Grade Points.

The quality of a student's work is further expressed in grade points. An A gives three grade points per unit; a B gives two grade points per unit; a C gives one grade point per unit; a D has no grade point value, and one grade point is deducted for every unit which has the grade F. No student will be graduated whose total grade points do not equal his total units. Standard work is obtaining 16 units with as many grade points per semester. This standard applies to each semester and also as an average standard to be maintained on the entire record of the student. For work marked "Incomplete," "Failed," or "Withdrawn," the student receives neither units nor grade points.

No person shall be graduated who has not made as many grade points as units—an average of "C."

### The Count.

When it is desirable to consider both quantity and quality of work done by the student, as in figuring for probation and dismissal, the count is used.

The count is defined to be the sum of the grade points and the units made by the student.

### General Provisions Concerning Scholarship.

1. *No person shall be graduated* who has not made an average grade of "C".

2. All transcripts of record issued to students who have not attained a graduating average, and those issued to provisional students who have not achieved regular status bear the stamp "On account of low grades not recommended for transfer."

3. *No person is admitted to work in supervised teaching* whose total average in the institution is below a "C" average (that is, whose total grade points are less than his total units). Any person already admitted to teaching whose total average shall fall below "C" is barred from teaching until the "C" average is reestablished.

4. *Warnings at midsemester.* Warning notices are sent at midsemester to students reported to be doing unsatisfactory work at that time.

A student who at the middle of any semester has unsatisfactory grades (D's or F's) in more than fifty per cent of the units originally scheduled on his program card when filed, shall be interviewed by the Deans.

5. *Failure* in any course requires repetition of the course the first time is offered.

A student who fails in the first semester of a course may not take the second semester except upon special recommendation of the instructor. If such a student is permitted to enter a course the second semester and is reported as unsatisfactory at midsemester, he is thereby automatically dropped from the course.

6. *Incompletes.* An incomplete grade is given only for excusable absence or other reason satisfactory to the instructor.

Students receiving incompletes may take a second semester in the course before making up the incompletes *if the instructor approves*.

Incompletes not made up within a year become failures.

Incompletes must be completely removed or definitely arranged for by the beginning of the last semester of the senior year.

#### **Probation and Disqualification.**

1. If, at the end of any semester in college, a student fails to make twenty-two counts (the sum of units made and grade points), he is placed on *probation*. At the end of any semester, if the student fails to obtain 10 units he is *disqualified*.

2. At the end of the second and any subsequent semester the student's entire record is compared with what would have been obtained had he done standard work. If seriously below standard, the result is probation; if very seriously below, disqualification.

3. Whenever a student is permitted to register for less than 12 units, proportional reduction in requirements is made.

4. A student who incurs probation at the end of the second and any subsequent semesters will, so long as his probation continues, be disqualified at the end of any semester in which he fails to maintain a "C" average. So long as he maintains a "C" average on the work of each semester he will not be disqualified unless his work falls below the required general average.

*Reinstatement*, after disqualification, is possible only after the completion of a year's scholastic work with a program acceptable to and filed with the Deans.

Upon reinstatement a student is considered as being deficient in general average the smallest number of grade points that will result in his probation. This provision does not affect the number of grade points he must make to graduate.

A student who incurs a second disqualification is not eligible for reinstatement.

#### **Withdrawals and Dropped Subjects.**

1. A student withdrawing from a class or from college for any reason should notify the Deans and follow the usual withdrawal procedure.

2. Courses dropped during the first six weeks of a semester are marked "W" or "F" depending on whether the student was doing passing or failing work at the time of withdrawal.



3. Courses dropped during the last six weeks of the semester will be marked "Inc." if of passing grade at the time of withdrawal. Otherwise they will be marked "F."

4. Courses dropped at any other time of the semester will be marked "F."

5. A student desiring to drop a subject which has once been signed for by any instructor on his semester program card, or to take up a new subject after the semester program card has been filed, must apply to the registrar for the requisite blank petition and follow the procedure thereon provided. Permission to change program will be granted only for extraordinary reasons, such as serious illness, etc.

6. A subject irregularly dropped automatically becomes a failure.

### **Absence and Honorable Dismissal.**

*Excuses for unavoidable absence* from class may be secured from the Dean of Men and the Dean of Women.

*Application for a brief leave of absence*, to expire on a definite date, should be made to the Deans.

No excuses for absence will relieve the student from the necessity of completing all the work of each course to the satisfaction of the instructor in charge.

*An honorable dismissal or an indefinite leave of absence* may be issued to any student in good standing upon petition to the Credentials Committee. A student is in good standing if he is entitled to enjoy the normal privileges of a student in the status in which he is officially registered. Students disqualified by reason of scholarship deficiencies, students on probation, and students under suspension are not regarded as students in good standing.

Students who discontinue their work without formal leave of absence do so at the risk of having their registration privileges curtailed or entirely withdrawn.

### **Examinations.**

1. Examination requirements for any semester course shall consist of a minimum of four examinations, each to be given within one of the regular class hours, and distributed throughout the semester at the discretion of the instructor. Irrespective of dates of the examinations, regular class work will continue through the last day of the semester.

2. A student who misses any announced examination is not entitled to a special examination except upon request to the Dean of Men or the Dean of Women and the payment of \$1 to the Financial Secretary. The student will present the receipted permission slip to the instructor at the time of the special examination. The instructor signs the slip and files it with the Dean.

## ART DEPARTMENT

---

Mary E. T. Croswell.  
 Austine I. Camp.  
 Ruth M. Doolittle, B.A.  
 Isabel Morton Fish.  
 Fred L. Griffin, B.A.  
 Ferdinand Kebely.  
 Roy Lawhorne.

### 1. General Requirements for Graduation With a Major in Art.

a. Candidates for degrees with a major in Art, as in all other departments in this college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in the Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics, and American Constitution, which are set forth on pages 26 to 28.

### 2. Departmental Requirements.

#### a. *Minor field.*

Each candidate for graduation with a major in Art must complete a minor selected from the following fields:

English	Industrial Education
Home Economics	Music
Social Sciences	Physical Education
Foreign Language	

#### b. *Upper Division units in Art.*

33 units of Upper Division courses in Art are required.

#### c. *Major; Specific Requirements.*

	Units
Art 1 —Design and Color.....	2
Art 2 —Basketry .....	1
Art 3 —Applied Design, Toys.....	2
Art 5 —Stage Design.....	2
Art 10 —Elementary Freehand Drawing.....	2
Art 11 —Watercolor Painting.....	2
Art 12 —Lettering .....	1
Art 13 —Pencil Sketching and Composition.....	1
Art 14 —Poster .....	2
Art 19 —Public School Art.....	2
Art 101 —Advanced Design and Color.....	2
Art 102A—Weaving .....	1

	Units
Art 102B—Weaving .....	1
Art 103 —House Design.....	2
Art 104 —Jewelry .....	2
Art 105 —Costume Design.....	1
Art 106 —Pottery .....	3
Art 107 —Applied Design (Textiles).....	2
Art 108 —Leather tooling.....	2
Art 110 —Art Needlework.....	2
Art 112 —Bookbinding .....	1
Art 113 —Modeling .....	2
Art 114 —Interior Decoration.....	2
Art 115A—Figure Drawing from Life.....	2
Art 115B—Drawing and Painting from Life.....	2
Art 116 —Landscape Painting—Oils.....	2
Art 118A—Art Appreciation.....	1
Art 118B—Art Appreciation.....	1
Art 120 —Figure Composition—Oil Painting.....	2
Total .....	50

### 3. Supervisor's Credential.

In addition to the certification for teaching art in elementary and secondary schools, the requirements for a supervisor's credential in Art may be met by the following courses:

Ed. 195 (Art) Organization, Objectives and Supervision of

Instruction in Art Education..... 3 units

Ed. 195A (Art) Problems of Supervision in Art Education... 3 units

See Education Courses, page 62.

# A SUGGESTED PROGRAM FOR THE FOUR-YEAR DEGREE CURRICULUM WITH A MAJOR IN ART

## LOWER DIVISION

### YEAR I

#### First Semester

	Units
Science—Biological or Physical Science.....	3
Eng. 18A—English Composition .....	3
Hist. 2A—History of Europe.....	3
Art 1—Design and Color.....	2
Ind. Ed. 2—Instrumental Drawing .....	3
Art 2—Basketry .....	1
P.E. 1A; 51A—Physical Education for Men and Women.....	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

#### Second Semester

Science—Biological or Physical Science.....	3
Eng. 18B—English Composition .....	3
Hist. 2B—History of Europe.....	3
Art 19—Public School Art.....	2
Art 10—Elementary Freehand Drawing.....	2
Elective .....	3
P.E. 1B; 51B—Physical Education for Men and Women.....	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

### YEAR II

#### First Semester

Sci. 103—Science of Dyeing.....	2
Pol. Sci. 1B—Government.....	3
Psych. 1—General Psychology .....	3
Art 11—Water Color Painting.....	2
Art 12—Lettering .....	1
Art 13—Pencil Sketching and Composition.....	1
Elective—Science or Free.....	4
P.E. 1C; 51C—Physical Education for Men and Women.....	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

#### Second Semester

Ed. 57—Introduction to the Study of Education.....	3
Ind. Ed. 3—Architectural Drawing .....	3
Art 3—Applied Design, Toys.....	2
Art 14—Poster .....	2
Art 5—Stage Design .....	2
Elective—Social Science or Free.....	3
P.E. 2; 52—Physical Education for Men and Women.....	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

## YEAR III

## First Semester

	Units
Ed. 175—Educational Psychology -----	3
Ed. 190 (Art A)—Teachers' Course in Art, Elementary-----	2
Art 101—Advanced Design and Color-----	2
Art 113—Modeling -----	2
Art 103—House Design -----	1
Art 102A—Weaving-----	1
Art 106—Pottery -----	3
P.E. 160A—Physical Education for Men and Women-----	$\frac{1}{2}$
	<u>14<math>\frac{1}{2}</math></u>

## Second Semester

Ed. 190 (Art B)—Teachers' Course in Art, Secondary-----	2
Art 107—Applied Design, Textiles-----	2
Art 105—Costume Design -----	2
Art 114—Interior Decoration -----	2
Art 115A—Figure Drawing from Life-----	2
Art 104—Jewelry -----	2
Art 102B—Weaving -----	1
P.E. 160B—Physical Education for Men and Women-----	$\frac{1}{2}$
Elective—Upper Division Elective-----	3
	<u>16<math>\frac{1}{2}</math></u>

## YEAR IV

## First Semester

Ed. 173—Secondary Education -----	2
Ed. 192 (Art 1)—Directed Teaching -----	2
Art 116—Landscape Painting, Oils-----	2
Art 115B—Drawing and Painting from Life-----	2
Art 108—Leather Tooling -----	2
Art 118A—Art Appreciation -----	1
P.E. 161A—Physical Education for Men and Women-----	$\frac{1}{2}$
Elective—Upper Division Elective-----	3
	<u>14<math>\frac{1}{2}</math></u>

## Second Semester

Ed. 192 (Art)—Directed Teaching-----	3
Art 110—Art Needlework -----	2
Art 120—Figure Composition; Oil Painting-----	2
Art 118B—Art Appreciation -----	1
Art 112—Bookbinding -----	1
P.E. 161B—Physical Education for Men and Women-----	$\frac{1}{2}$
Elective—Upper Division Elective-----	5
	<u>14<math>\frac{1}{2}</math></u>

# MINORS IN ART

The Art Department is offering two minors—one a teaching minor, including some methods and directed teaching, and the other an academic minor intended for those students who desire technical art training only.

## I. PROFESSIONAL MINOR

Lower Division-----	13 units
Art 1—Design and Color-----	2 units
*Art 19—Public School Art-----	2 units
Art 10—Elementary Freehand Drawing-----	2 units
Art 11—Water Color -----	2 units
Art 12—Lettering -----	1 unit
Art 3—Applied Design—Toys-----	2 units
*Art 14—Poster, or }-----	2 units
*Art 5—Stage Design }	
Upper Division-----	6 units
Ed. 190 (Art A)—Teachers' Course in Elementary Art -----	2 units
Ed. 192 (Art 1)—Directed Teaching -----	1 unit
Elective -----	3 units

## II. ACADEMIC MINOR

Lower Division-----	9 or 13 units
The courses are the same as for the teaching or professional minor. If desired, four units of upper division courses may be substituted in upper division in place of the courses marked above with an asterisk.	
Upper Division Electives-----	9 or 6 units



## DESCRIPTION OF ART COURSES

## LOWER DIVISION COURSES

**Art 1. Design and Color (2).**

The principles of art structure as developed in design and color are the foundation of all art work. Problems are given involving original studies in spacing, line, composition and color harmony, as applied to borders, surfaces and textiles.

**Art 2. Basketry (1).**

This course deals with the preparation of materials, including dyeing and staining. Instruction is given in making sewed and woven basket from original designs. Raffia, reed, and native materials are used.

The handicraft arts of the American Indians, and other peoples, both ancient and modern, are studied. Collections of photographs or tracings are made and reports given.

**Art 3. Applied Design (Toys) (2).**

The principles of design and color applied in original patterns for toys constructed with cardboard, beaver-board, and wood. Painted with poster and enamel paint. Prerequisite: Art. 1 and Art 10.

**Art 5. Stage Design (2).**

Problems of color, costume, and lighting for the staging of plays developed to scale in miniature, and, when possible, executed in full proportions. Prerequisite: Art 1 and 10.

**Art 10. Elementary Freehand Drawing (2).**

Lectures are given on freehand perspective, followed by practical application of the principles to the sketching of objects, interiors, exterior street scenes and landscapes, in accented outline and light and shadow. Pencil rendering.

**Art 11. Water Color Painting (2).**

Still life compositions in water color. Prerequisite: Art 10.

**Art 12. Lettering (1).**

Instruction in fundamental principles of lettering, using pencil, brush and pen in their application to poster, illumination, and illustration. Design the basis of fine lettering.

**Art 14. Poster (2).**

The principles of advertising are studied and various types of design are made with application to the commercial and theatre poster in black and white color. Prerequisite: Art 1+10+12.

**Art 19. Public School Art (2).**

Offered for the general professional department. The problems are arranged to meet the needs of elementary school teachers. They are based upon the principles of design, and, where possible, are developed with industrial application.

Poster, furniture, fabric, and toy designs are developed through paper cutting, and made with paper, cardboard, or other suitable material.

Stick and linoleum block printing in practical problems with color on paper and cloth.

Modeling animals, tiles, and small figure compositions, with plasticine and casting in plaster.

Problems in sewing and making booklets and covering boxes.

All problems have an industrial application. Prerequisite: Art 1.

## UPPER DIVISION COURSES

### **Art 101. Advanced Design and Color (1).**

Prerequisite: Art 1.

### **Art 102-A. Weaving (1).**

This course takes up the principles and processes of weaving from earliest times. Looms are assembled and put into working order; small looms for making Oriental rugs and woven tapestry are constructed, and weaving by cards is illustrated. Students may exercise personal choice in use of materials and of articles woven.

### **Art 102B. Weaving (1).**

This course affords practice in the various methods by which the craft becomes an expression of art—employing color, line, and texture as a medium; it covers the ground from mere weave effects to the coverlet—types of weaving, overshot, double faced and double woven fabrics. The place of weaving in the history of civilization is discussed. Prerequisite: Art 102-A.

### **Art 103. House Design (2).**

Lectures on the history and appreciation of architecture and studies of exteriors and interiors as applied to the home. A study of the materials used in house construction; drawing original plans to scale.

### **Art 104. Jewelry (2).**

Making of buckles, fobs, chains, necklaces, rings, setting of stones, polishing and finishing of metal, coloring by chemical methods.

### **Art 105. Costume Design (2).**

Study of mass, line, and composition in relation to the human figure as applied to costume. Original designs are made for the modern house and street costume, as well as for stage, festival, and pageantry. Pencil, ink, and water color rendering. Lecture on historic costumes. Prerequisite: Art 1.

### **Art 106. Pottery (3).**

A study is made of the composition clays and glazes; hand building and decorating forms from original designs; casting and pouring of forms. Actual practice in using the kiln. Prerequisite: Art 1.

### **Art 107. Applied Design (Textiles) (2).**

Original designs are applied to textiles and other materials. Emphasis is given to printing on textiles; all hand-processes are used, such as wood-

block and linoleum printing, stenciling, batik, tie and dye. Prerequisite: Art 1 and 101.

**Art 108. Leather Tooling (2).**

Original designs developed in leather tooling and staining applied to the making of bags, purses, and book covers. Modern and antique styles studied. Prerequisite: Art 1.

**Art 110. Art Needlework (2).**

The construction and application of various stitches, affording a medium for reproducing designs on clothing, articles for interior decoration, millinery, and all problems to which needlework is applied. Prerequisite: Art 1A.

**Art 112. Bookbinding (1).**

Instruction in the mending, sewing, and binding of books.

**Art 113. Modeling (2).**

Modeling from cast and life—casting.

**Art 114. Interior Decoration and House Furnishings (2).**

Lectures on appreciation of art in the home with practical application of the principles of design and color used in decorating and furnishing. This course includes the choosing of wall coverings, furniture, rugs, hangings, china, and the study of period furniture. Training is given in rendering elevations and perspective in color through problems involving the treatment of walls, floors, ceiling, and furniture. Prerequisite: Art 1.

**Art 115A. Figure Drawing from Life (2).**

Lectures on anatomical construction of the human figure, application, drawing from life, head and costumed model, charcoal, chalk.

**Art 115B. Drawing and Painting from Life (2).**

From life, head and costumed figure, figure composition. Oil painting. Prerequisite: Art 115A.

**Art 116. Landscape Painting—Oils (2).**

Painting in oil, landscape composition. Prerequisite: Art 2B.

**Art 118A-B. Art Appreciation and History (1-1).**

Illustrated lectures on the history of architecture, sculpture, and painting. Text—*Art Through the Ages*—Gardner.

**Art 120. Figure Composition—Oil Painting (2).**

Decorative compositions in various media, applied to beautifying wall spaces in the home and in public buildings. Prerequisite: Art 115A and 116.

**Ed. 190A (Art). Teachers' Course in Secondary School Art.**

See Education Courses, page 59.

---

**Ed. 190B (Art). Teachers Course in Secondary School Art.**

See Education Courses, page 59.

**Ed. 192A-B (Art). Directed Teaching.**

See Education Courses, page 61.

**Ed. 195 (Art). Organization, Objectives and Supervision of Instruction in Art Education.**

See Education Courses, page 62.

**Ed. 195B (Art). Problems of Supervision in Art Education.**

See Education Courses, page 62.

## EDUCATION DEPARTMENT

---

Charles L. Jacobs, Ph.D.  
 Elizabeth L. Bishop, Ed.D.  
 Margaret M. Burke, B.A.  
 Edith M. Leonard, M.A.  
 Nettie A. Maurer, M.A.  
 Elsie A. Pond, M.A.  
 Laura Specht Price, M.A.  
 Robert Wormser, B.A.

### A. Majors Covering the Kindergarten, Primary and Elementary Fields.

- a. Kindergarten-Primary Grades.
- b. Kindergarten-Elementary Grades.
- c. Elementary Grades.
- d. Elementary-Junior High School.

### B. Majors Covering the Junior High School Field.

- d. Elementary-Junior High School. (See above.)
- e. Junior High School.

### 1. General Requirements for Graduation with a Major in Any of the Above Fields.

- a. Candidates for degrees and credentials in these fields, as in all other departments in the college, must fulfill all the State Board and institutional requirements as to majors and minors, and as to required courses in Social Sciences, Natural Sciences, Psychology, English, Foreign Language, Mathematics and American Constitution, which are set forth on pages 26 to 28.
- b. *Majors and Minors—Specific requirements.* Each candidate for graduation with a major in Elementary Education must complete *two minors* selected from the following fields:

English	Music
Social Sciences	Art
Home Economics	Physical Education
Industrial Arts	Natural Sciences
	Foreign Languages

- c. *Proficiency in the subjects of the elementary fields.* Before registration for Supervised Teaching, students in this department must demonstrate proficiency in penmanship, spelling, United States history, and geography. The required proficiency will be satisfactorily demonstrated by completing the courses in such of these subjects



as are included in the departmental curricula, and by passing the standard examinations in the other branches, which are given twice a year.

- d. *Mathematics 10.* The course in Arithmetic for Teachers given in this department assumes proficiency in the fundamental operations in Arithmetic. A standard examination is given twice each year to determine this proficiency. Students who fail will be required to bring their skill up to standard before admission to the course. A coaching class will be formed for such students when necessary, but since this work is not of college grade, the expense of the coaching must be borne by the students who take it.

Mathematics 10 does not reduce the 6 units of Mathematics required for all students. It is an additional requirement in this department.

- e. *Science credit.* Six units of Chemistry, Physics or Biology taken in high school may be allowed on the Science requirement, but with no reduction of total units required. When this substitution is made, six general electives will replace the six Science units.

Work taken in college in fulfillment of the Natural Science requirement must include at least 2 units of laboratory credit.

- f. *Social Science.* If History of the United States is not elected, then Political Science 1B must be completed as well as History of the Americas.

- g. *Scholarship requirement.* The average of all the grades received in Education courses must not fall below one grade point per unit.

- h. *Supervised teaching requirements.* Before a student may begin supervised teaching, he must complete the proficiency tests in the elementary subjects, as described in (c) and (d) of this section.

*Scholastic standing.* Before a student may register for supervised teaching he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should his average drop below "C," the student may not reregister for supervised teaching until the average grade becomes satisfactory.

No student may be graduated without an average grade of "C" in supervised teaching. In case the average teaching grade falls below this standard, additional units beyond the total of 124 must be earned in supervised teaching, until the average grade reaches the standard set.

Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least 2 units of supervised teaching in this institution.



## KINDERGARTEN-PRIMARY AND KINDERGARTEN- ELEMENTARY EDUCATION

1. **General Requirements for Graduation and Certification** are the same as for all other departments in the college and the Education Department.

Candidate should consult pages 26 to 28 for college requirements and page 44 for Education Department requirements.

2. **Specific Requirements for Kindergarten-Primary and Kindergarten-Elementary Credentials.**

- a. *Proficiency in music.* The ability to play accompaniments to simple rhythms and melodies and ability to sing in tune is prerequisite to all courses in kindergarten-primary and kindergarten-elementary curricula.

- b. All Kindergarten-Primary Education students are required to minor in Music and Physical Education and to pursue as many Art courses as possible. The following Art courses are suggested:

Art 10—Elementary Freehand Drawing	3 units
Art 11—Water Color	2 units
Art 102A—Weaving	1 unit

- c. *Childhood Education.* Education 57, Introduction to Education, and Education 175, Educational Psychology, meet the requirements for Childhood Education.

## ELEMENTARY EDUCATION

1. **General Requirements for Graduation and Certification for Elementary Education** are covered by the general requirements for all other departments in the college (see pages 26 to 28) and by the general requirements for the Education Department Majors. (See pages 44-45.)

COURSE OF STUDY FOR KINDERGARTEN-PRIMARY, KINDERGARTEN-ELEMENTARY,  
ELEMENTARY, AND ELEMENTARY-JUNIOR HIGH SCHOOL MAJOR STUDENTS

(Starred courses not offered in 1931-1932)

## YEAR I

## First Semester

	Kdg.- Prim.	Kdg.- Elem.	Units Elem.	Elem. Jr. H. S.
Geog. 1-----	3	3	3	3
Hist. 3A-----	3	3	3	3
Sci. 50A-----	3	3	3	3
Eng. 18A-----	3	3	3	3
P. E. 51A-----	3	3	3	3
P. E. 1A-----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Art 1-----	2	2	2	2
Design and Color-----	2	2	2	2
Electives-----	2	2	2	2
Totals-----	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$

## YEAR I

## Second Semester

Hist. 3B-----	3	3	3	3
Sci. 50B-----	3	3	3	3
Eng. 18B-----	3	3	3	3
P. E. 51B-----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
P. E. 1B-----	2	2	2	2
Art 19-----	4	4	3	4
Public School Art-----				
Electives-----				
Totals-----	15 $\frac{1}{2}$	15 $\frac{1}{2}$	14 $\frac{1}{2}$	15 $\frac{1}{2}$

## YEAR II

## First Semester

	Kdg.- Prim.	Kdg.- Elem.	Units Elem.	Elem. Jr. H. S.
Natural Science-----				
Physiology-----				
If Physiology was not taken in the first year, must take				
Psych. 1-----	3	3	3	3
P. E. 51C-----	3	3	3	3
P. E. 1C-----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Physical Education for Soph. men, or				
Physical Education for Soph. women-----				
Span. 1A-----	5	5	5	5
Elementary Spanish or				
French 1A-----	3	3	3	3
Elementary French-----				
Math. 10-----	2	2	2	2
Principles of Mathematics-----				
Electives-----				
Totals-----	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$

## YEAR II

## Second Semester

	Kdg.- Prim.	Kdg.- Elem.	Units Elem.	Elem. Jr. H. S.
Ind. Art. 129-----	2	2	2	2
Span. 1B-----				
Industrial Art or Elective				
Elementary Spanish or				
French 1B-----	5	5	5	5
P. E. 52-----				
Technique of Teaching Physical Education--men-----				
P. E. 2-----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Theory and Practice in Organizing Physical Educa-				
tion--women-----				
P. E. 3-----				
Technique of Teaching Physical Education--women				
--K. P. Physical Activities-----				
Ed. 57-----	3	3	3	3
Introduction to the Study of Education-----				
Natural Science (continuing first semester)-----	3	3	3	3
Music 1-----	2	2	2	2
Principles of Music-----				
Electives-----	1	1	1	1
Totals-----	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$

## YEAR III

## First Semester

	Kdg.- Prim.	Kdg.- Elem.	Units Elem.	Elem. Jr. H. S.
*Ed. 160 (K. P.)-----Childhood Education-----	2	2	2	2
Ed. 190A (Elem.)-----Elementary Education Procedure-----	--	2	2	3
Ed. 174 (J. H.)-----Principles of Junior High School-----	--	--	2	2
Ed. 190 (Music Elem.)---Music Education-----	2	2	--	--
Ed. 190 (Music K. P.)---Kindergarten-Primary Music-----	2	2	2	2
H. S. 10-----Nutrition and Health-----	2	2	--	--
Ed. 191 (K. P.)-----Introduction to Kindergarten-Primary Teaching or Elective-----	2	2	2	2
Ed. 191 (Elem.)-----Introduction to Elementary Teaching or Elective-----	--	--	2	2
Eng. 187J-----Children's Literature-----	2	--	2	1
P. E. 160A-----Elective Junior Activities--men and women-----	--	--	1	1
P. E. 162-----Theory and Practice in Organizing Physical Educa- tion--women-----	1	1	--	--
Ind. Ed. 128-----Kindergarten Crafts-----	3	1	4	5
Electives-----	--	--	--	--
Totals-----	14½	14½	16½	16½



## YEAR IV

## First Semester

	Kdg.- Prim.	Kdg.- Elem.	Units	Elem. Jr. H. S.
Eng. 187J ----- Children's Literature -----		2		
Ed. 162 ----- Kindergarten-Primary Play Activities -----	1	1		
Ed. 192A (K. P.) ----- Supervised Teaching-Kindergarten-Primary -----	4	5		
Ed. 192A (Elem.) ----- Supervised Teaching-Elementary -----			4	4
Ed. 175 ----- Educational Psychology -----	3	3	3	3
*Ed. 181 ----- The Unadjusted Child -----	2	2	2	2
P. E. 161A ----- Elective Senior Activities—men and women -----	$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$
Ed. 191 Jr. H. S. ----- Introduction to Teaching—Junior High School -----				2
Electives -----	5	2	4	2
Totals -----	15 $\frac{1}{2}$	15 $\frac{1}{2}$	13 $\frac{1}{2}$	13 $\frac{1}{2}$

## YEAR IV

## Second Semester

*Ed. 158 ----- Speech Correction and Voice Training -----	1	1		
*Ed. 159 ----- Home Background and Parent Education -----	2	2		
Ed. 178 ----- Educational Sociology -----			2	2
Ed. 136A ----- Educational Tests and Measurements -----	2	2	2	2
Ed. 192B (K. P.) ----- Supervised Teaching-Kindergarten-Primary -----	4			
Ed. 192B (Elem.) ----- Supervised Teaching-Elementary -----		3		
Ed. 192B (Elem.) ----- Supervised Teaching-Elementary -----				
Ed. 192 (J. H.) ----- Supervised Teaching—Junior High School -----			4	
P. E. 161B ----- Elective Senior Activities—men and women -----	$\frac{1}{2}$	$\frac{1}{2}$		2
Electives -----	4	4	5	6
Totals -----	13 $\frac{1}{2}$	12 $\frac{1}{2}$	13 $\frac{1}{2}$	12 $\frac{1}{2}$



## JUNIOR HIGH SCHOOL EDUCATION

### I. General Requirements for Graduation with a Major in Junior High School Education.

a. Candidates for degrees with a major in Junior High School Education, as in all other departments in the college, must fulfill all State Board and general institutional requirements as to majors and minors, and as to required courses in the Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics and American Constitution, which are set forth in detail on pages 26 to 28.

b. Candidates for degrees and credentials in the Junior High School field must also meet all the general requirements which are specified for all Education Majors. (See pages 44-45.)

### II. There Are Three Ways of Earning Junior High School Certification:

- a. By majoring in Junior High School Education and minoring in two subjects taught in Junior High School.
- b. By taking the combined Elementary and Junior High School curriculum and minoring in two subjects taught in Elementary and Junior High Schools.
- c. By fulfilling the requirements of one of the major subjects offered in this institution, completing a minor in a subject taught in Junior High School, and completing the following educational requirement:

	Units
Introduction to Education-----	3
Educational Psychology-----	3
Introduction to Teaching—Junior High-----	2
Principles of Junior High Education-----	3
Junior High School Procedure-----	3
Directed Teaching, Junior High-----	4

### III. Specific Requirements for Majors in Junior High School Education.

#### a. Lower Division.

##### 1. Natural Science requirement.

	Units
Science 50A-B—Physiology, plus electives-----	12

Chemistry, Physics, or Biology taken in high school count for three units each in meeting this requirement, although not more than half of it may be so met. Work taken in college in fulfillment of this requirement must include at least 2 units of laboratory credit.

b. Upper Division.		Units
1. Art Appreciation	-----	2
Music Appreciation	-----	3
Minor Requirements, or General Electives	-----	4
2. Major	-----	28
a. Required courses :		
Introduction to Study of Education	-----	3
Principles of Junior High School	-----	3
Junior High School Procedure	-----	3
Introduction to Teaching in Junior High School	-----	2
Supervised Teaching in Junior High School	-----	8
Growth and Development of the Child	-----	2
Educational Tests and Measurements	-----	2
Educational Psychology	-----	3
Educational Sociology	-----	2
b. Not more than 40 units may be taken in Education.		
3. Two Minors	-----	36

Must be selected from among the subjects taught in Junior High School.

# A SUGGESTED COURSE OF STUDY FOR JUNIOR HIGH SCHOOL EDUCATION MAJOR STUDENTS

## YEAR I

### First Semester

	Units
Hist. 3A—History of the Americas.....	3
Sci. 1A—General Inorganic Chemistry, or	
Sci. 20A—General Physics, or	
Sci. 50A—Physiology .....	3
English 18A—English Composition.....	3
P.E. 1A or 51A—Freshman Physical Education.....	$\frac{1}{2}$
Minor Requirements, or General Electives.....	6
	<hr/>
	15 $\frac{1}{2}$

### Second Semester

Hist. 3B—History of the Americas .....	3
Sci. 1B—General Inorganic Chemistry, or	
Sci. 20B—General Physics, or	
Sci. 50B—Physiology, or	
Minor Requirements, or General Electives.....	3
English 18B—English Composition.....	3
P.E. 1B or 51B—Freshman Physical Education.....	$\frac{1}{2}$
Minor Requirements, or General Electives.....	6
	<hr/>
	15 $\frac{1}{2}$

## YEAR II

### First Semester

Natural Science.....	3
(If Chemistry or Physics was chosen in first year, must take Physiology.)	
P.E. 51C or 1C—Sophomore Physical Education.....	$\frac{1}{2}$
Sp. 1A—Elementary Spanish, or	
Fr. 1A—Elementary French.....	5
Pol. Sci. 99—American Institutions.....	3
Social Science .....	3
	<hr/>
	14 $\frac{1}{2}$

### Second Semester

Natural Science (Continuing First Semester Course).....	3
P.E. 52 or 2—Group Activities.....	$\frac{1}{2}$
Sp. 1B—Elementary Spanish, or	
Fr. 1B—Elementary French.....	5
Ed. 57—Introduction to the Study of Education.....	3
Minor Requirements, or General Electives.....	2
Psych. 1 .....	3
	<hr/>
	16 $\frac{1}{2}$

## YEAR III

## First Semester

	Units
Ed. 174A—Principles of Junior High School Education-----	3
Art. 118A—Art Appreciation and History-----	1
Ed. 168—Introduction to Teaching Junior High School or elective--	2
Ed. 177—Growth and Development of the Child-----	2
P.E. 160A—Physical Education-----	$\frac{1}{2}$
Music 2—Music Appreciation-----	3
Minor Requirements, or General Electives-----	4

15 $\frac{1}{2}$ 

## Second Semester

Ed. 174B—Junior High School Procedure-----	3
Art 118B—Art Appreciation and History-----	1
Ed. 136A—Educational Tests and Measurements-----	2
Ed. 168—Introduction to Teaching Junior High School, or elective--	2
Electives-----	8
P.E. 160B—Physical Education-----	$\frac{1}{2}$

16 $\frac{1}{2}$ 

## YEAR IV

## First Semester

Directed Teaching Junior High School-----	4
Ed. 175—Educational Psychology-----	3
Minor Requirements, or General Electives-----	7
P.E. 161A-----	$\frac{1}{2}$

14 $\frac{1}{2}$ 

## Second Semester

Ed. 167B—Directed Teaching Junior High School-----	4
Ed. 178—Educational Sociology-----	2
Minor Requirements, or General Electives-----	8
P.E. 161B-----	$\frac{1}{2}$

14 $\frac{1}{2}$

**DESCRIPTION OF EDUCATION COURSES****LOWER DIVISION COURSES****Ed. 57. Introduction to the Study of Education (3).**

An orientation course dealing in a general way with the aims and objectives of education, the historical background for the development of our present school systems, the high lights in our past and present educational theory and philosophy, and the broad outlines of school and curriculum organization and administration, and teaching procedures, together with a brief survey of the trends.

**UPPER DIVISION COURSES****Ed. 117. History of Education in the United States (2).**

A study and interpretation of American educational progress and current practice. It deals with the more important problems of present day education in the light of their historical development. Readings, reports, discussions.

**Ed. 120X. New Procedure in Teaching Reading (2).**

The object of this course is to review the recent developments in teaching reading which have resulted from several carefully conducted scientific experiments.

**Ed. 136A. Educational Tests and Measurements (2).**

An elementary course in examination methods in modern school practice. It discusses the difference between testing and teaching, the significance of standardization, and gives some practice in the simpler pedagogical and group mental measurements, with emphasis on simple diagnosis.

**Ed. 136B. Educational Measurements (3).**

An advanced course in examination methods; laboratory work; individual mental measurements; diagnostic methods. Opportunity for advanced students to do supervised research work.

**Ed. 137. Educational Statistics (2).**

The application of the theory of statistics to measurements in the field of Education. The collection and tabulation of data, the theory of averages, of variability, of correlation, and the use of the frequency curve. Graphic representation of statistical data.

**Ed. 139. Public Education in California (2).**

General problems of school administration discussed from the functional standpoint, as related to the California school system and its laws. Fulfills the State credential requirement in school law.

**Ed. 143. Educational and Vocational Guidance (3).**

This course is designed to make the pupil acquainted with the aims and practices of pupil classification and the methods of vocational guidance. The course presupposes some acquaintance with intelligence tests and educational measurements.

**Ed. 157. Educational Periodicals (1).**

A study of current magazine material in the field of education. Readings, discussions, reports.

**Ed. 158. Speech Correction and Voice Training (1).**

This course is designed for the improvement of diction and the speaking voice with particular application to the nature and treatment of voice and speech defects. It includes voice training on phonological principles, ear training for the recognition, analysis and classification of speech sounds. It also embraces a diagnosis of faults in voice production and of speech defects in children with methods of effective treatment and cure. (Not offered in 1931-32.)

**Ed. 159. Home Background and Parent Education (2).**

Discusses the principles and methods involved in the various types of parent education with emphasis on the organization and activities of parental contact, including child study groups, Mothers' Clubs and parent-teacher organizations. (Not offered in 1931-32.)

**Ed. 160. Childhood Education (1) (2).**

This course emphasizes the importance of understanding children—their needs—characteristics and differences—as a foundation for scientific teaching. A study is made of the selection of subject matter—activities and methods in the kindergarten primary school. Each student will be expected to choose and study in detail a problem in which she is especially interested. This course is correlated with supervised observation and participation in the kindergarten. (Not offered in 1931-32.)

**Ed. 161. The Play Festival and Pageant (1).**

This course is organized with the aim of showing the educational value of plays, festivals and pageants and their vital relation and correlation to other activities in the curriculum. Creating of plays including organization, setting, costumes and music will be considered with opportunity for application in the kindergarten primary grades of the training school.

**Ed. 162. Kindergarten-Primary Play Activities (1).**

In this course a study of the play materials used, such as building blocks, toys, nature material and playground apparatus will be made. Principles underlying the selection of play materials for children will be emphasized and opportunity afforded for experience in applying the method of using these materials.

**Ed. 170X. Philosophy of Education (2).**

An intensive study of education in relation to life. Readings, reports and discussions aiming toward formulation of a working philosophy of education for the life needs of today. Required for the administration and supervision credentials.

**Ed. 171X. The Principal and His School (3).**

The opportunities and responsibilities of a modern school principal. Means of securing improvement in instruction; classification and promotion of pupils; retardation; effective use of the school plant; program making; extra curricular activities.



**Ed. 172. Ethics for Teachers (2).**

An examination of the underlying principles of teacher relationship and of teacher-patron and teacher-social problems. A study of professional standards as they relate both to life and to the school.

**Ed. 172X. Modern Practice and Experiments in Education (2).**

This course will set forth the important new practices and the better known experiments in education now being carried on. The object will be to evaluate these practices and experiments in terms of theory, practice and results.

**Ed. 173. Secondary Education (2).**

A special study of the objectives, curriculum, and methods of the American secondary school in the light of its historical development and European backgrounds. Related to the problems of the junior high school and elementary school on the one hand and to the problem of higher education on the other.

**Ed. 174. Principles of Junior High School Education (3).**

Principles of education as applied to the junior high school problem. The place and function of the junior high school, the character of its pupils, its organization and course of study, and its relation to the elementary school and to the senior high school.

**Ed. 175. Educational Psychology (3).**

The principles of psychology in relation to the educative process. The original nature of man and his development with emphasis on individual differences due to environment and heredity and their influence upon the acquisition of knowledge, skills, attitudes, and appreciations.

This course requires as prerequisite a knowledge of general psychology.

**Ed. 176. Advanced Educational Psychology (2).**

A course offered for students who have shown exceptional ability in the educational psychology course. Each student will elect and pursue throughout the term some particular problem of special interest.

**Ed. 176X. Psychology of Elementary School Subjects (2).**

A study of the laws of learning as applied to the teaching of various school subjects with special attention to the most recent experiments and latest findings.

**Ed. 177. Growth and Development of the Child (2).**

The mental and physical growth and development of the school child in relation to school adjustment, with special emphasis on the physical basis of education, the general laws of growth, physical defects, the health of the school child, and preventive mental hygiene.

**Ed. 178. Educational Sociology (2).**

The influence of the nature of our form of society and government upon the character of our schools. The way groups operate and the consequence of this operation as it affects school work. The school as an agency of meeting and effecting social changes.

**Ed. 180. Character Education (2).**

A study of the various means employed to inculcate the habits of conduct deemed essential to effective living in a democratic society and in evaluation of the different methods used to foster moral living.

**Ed. 181. Unadjusted Child (2).**

This course considers the outstanding behavior problems of young children and the application of the principles of mental hygiene and psychology to their successful solution. Stress will be laid on the prevention of mental and personality disorders. Various types of records will be studied. Observation in the training school is required.

**Education 190.**

All 190 courses are Methods courses. Symbols in parenthesis after the number indicate the department.

**Ed. 190. (Art E). Teachers Course in Art, Elementary (2).**

A study of the methods of teaching art in the elementary schools. Making of original problems, and developing courses of study.

**Ed. 190 (Art S). Teachers Course in Art, Secondary (2).**

A study of the methods of teaching Art in the secondary schools. Making of courses of study and collection of illustrative material.

**Ed. 190A (Elem.). Elementary Education Procedure. (2).**

Reading, phonetics, language, spelling, handwriting. Application of the principles of psychology and education to the organization of material from the fourth through the eighth grades. Observation and critical study of current technique in teaching.

**Ed. 190B (Elem.). Elementary Educational Procedure (2).**

Arithmetic and the social studies. Continuation of Ed. 190A (Elem.).

**Ed. 190 (K.P.). Childhood Education Procedures (2).**

This course embodies a complete discussion and analysis of the general principle of modern progressive practice in curriculum making for the kindergarten and primary grades. Methods of procedure in developing such activities as reading, writing, arithmetic, and social studies are evaluated in relation to children's experiences with full discussion of problems of correlation and motivation. Each student will pursue and complete one or more individual or group study problems, reporting at intervals and discussing these studies with the class (Not offered in 1931-1932).

**Ed. 190 (J. H.). Junior High School Procedure (3).**

Modern procedure in classroom practice in junior high schools. The project method, the socialized recitation, examination and testing methods, teaching how to study will be subjects for special consideration.

**Ed. 190 (H. E.). Teaching Methods (Household Science) (2).**

A study of methods of teaching Home Economics, as applied in problems of food and cleaning, including methods of presentation of subject matter,

reviews of typical courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching and book reviews.

**Ed. 190 (H. A.). Teaching Methods (Household Art) (2).**

A study of methods of teaching Home Economics, as applied in problems of clothing and house furnishing; including methods of presentation of subject matter, reviews of various courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching, and book reviews.

**Ed. 190 (I. E.). Teaching Problems in Industrial Arts Education (3)**

This course is offered as an opportunity for students to devote themselves to the solution of many of the numerous problems confronting teachers of shop subjects, shop organization, courses of study, methods of teaching, extracurriculum activities, etc., form for topics for study and discussion.

**Ed. 190 (Mus. E.). Music Education (2).**

Organization, methods of procedure and administration of music in the elementary grades.

**Ed. 190. Mus. (K.P.) (2).**

Music for kindergarten primary teachers.

**Education 191.**

All 191 courses are Introductory courses. Symbols in parenthesis after the number indicate the department.

**Ed. 191 (Elem.). Introduction to Teaching, Elementary (2).**

An observation, participation, conference course dealing with elementary school and classroom management. (Prerequisite to Education 19 [Elem.] )

**Ed. 191 (K. P.). Introduction to Teaching Kindergarten-Primary or Kindergarten-Elementary (2).**

An observation, participation, conference course dealing with the Kindergarten-Primary school and classroom management. It emphasizes class organization, control, attendance, and ventilation, sanitation, record keeping, and the purchase and care of materials. (Prerequisite to Education 192 [K.-P.] )

**Ed. 191 (J. H.). Introduction to Teaching in Junior High School (2)**

Observation of classroom activities and limited participation as prerequisite to Education 192. (J. H.)

**Ed. 191 (I. E.). Content and Materials in Industrial Arts Education (2).**

This course is a survey of the field of Industrial Arts Education and designed to make the student acquainted with the common methods of solving problems of the course content and of planning the industrial education program in various schools. It includes also discussion regarding the purchase of equipment and the handling of supplies.

**Education 192.**

All Education 192 courses are Directed Teaching Courses. Symbols in parenthesis after the number indicate the department.

**d. 192A-B (Art). Directed Teaching (2) (3).**

Teaching of design, painting, modeling and art crafts in the elementary and secondary schools. Written lesson plans, prepared material and discussion.

**d. 192A-B (Elem.). Directed Teaching, Elementary (8).**

Practical experience in the fourth, fifth, and sixth grades.

**d. 192 (K.P.). Directed Teaching-Kindergarten-Primary (8).****\*Directed Teaching-Kindergarten-Elementary (5).**

Practical experience in kindergarten, first, second, and third grades and an opportunity to direct a kindergarten.

\*Three additional units will be taken in the elementary grades.

**d. 192A-B (J. H.). Directed Teaching, Junior High School (4-8).**

Practical experience in the field. Observation and critical study of method; participation, organization of subject matter into lesson plans; instruction of typical groups of children; individual and group conferences and discussion. Ed. 168 is prerequisite.

**d. 192 (H. A.). Directed Teaching (Household Art) (3).**

Experience in classroom teaching carried on under the supervision of expert teachers of household art. Classroom work, conference and discussion. For all students working for a credential or degree in this field.

**d. 192. (H. E.) Directed Teaching (Household Science) (2).**

Experience in classroom teaching carried on under the supervision of expert teachers in household science. Classroom work, conference, and discussion. For all students working for a credential or degree in this field.

**d. 192 (P. E.). Directed Teaching in Physical Education (2-2).**

This includes directed teaching in the various phases of physical education and recreation. The students are assigned to assist in various classes, on the playgrounds, and in different sports. Practice teaching is under supervision in the elementary, junior high and senior high schools.

**d. 192 (I. E.). Directed Teaching in Industrial Arts (5).**

By practical experience under the direction of a supervisor it is planned to give the student opportunity to put into practice the principles of teaching and the theory of education which have previously been presented and discussed in other courses. This teaching is carried through two semesters, and one-half of the work is usually done in the College Junior High School, while the other half is completed in the public schools of the city.



**Education 195.**

This number is applied to the courses in Supervision of Teaching. The symbol in parenthesis refers to the department concerned.

**Ed. 195A (Art). Problems of Supervision in Art Education (3).**

Methods and specific problems involved in the effective Supervision of Art Education type projects in courses of study, teachers' schedules, evaluation of teachers' efficiency, and office organization will be the basis of this course.

**Ed. 195B (Art). Organization, Objectives, and Supervision of Instruction in Art Education (3)½.**

In this course particular attention will be given to the function of the Art Supervisor in Elementary Education and the relationship to the principal and teachers in such a system.

General principles affecting classroom teaching of art, teachers' meetings and personal conferences with teachers will be discussed.

**Ed. 195 (Elem.). School Administration and Supervision (3).**

The object of this course is to distinguish between the functions of administration and supervision, and to lay down principles necessary for the efficient conduct of a school. Selection and rating of teachers, curriculum making, etc.

**Ed. 195 (J. H. S.). The Administration of a Junior High School (3).**

The special purpose of this course is to review the development of the junior high school, study the existing forms of organization, give information as to its special functions, and to advise as to curricula and course of study, methods of teaching, grouping, assigning courses, and administration and scheduling of classes.

**Ed. 195A (I. E.) Organization, Objectives, and Supervision of Instruction in Industrial Education (3).**

The course covers the general principles of supervision, and the duties and functions of the supervisors. Special consideration is given to the objectives in supervision in industrial education, and to the place of the supervisor and his relationship to the teaching force, the students, the administration, and the school system as a whole.

**Ed. 195B (I. E.). Problems of Supervision in Industrial Education (3).**

In this course are studied the methods of the supervisor and the specific problems involved in effective supervision in the field of industrial and vocational education. Type projects in supervision of instruction, course of study, teachers' schedules, keeping of records, evaluation of teacher efficiency, etc., constitute a part of the work.

## ENGLISH DEPARTMENT

---

William Ashworth, M.A.  
 William C. Maxwell, Ph.D.  
 Kenneth Gobel, B.A.  
 Margaret Burke, B.A.  
 Marie C. Davis, A.B.

### 1. General Requirements for Graduation with a Major in English.

Candidates for degrees and credentials with a major in the field of English, as in all other departments in this college, must fulfill all the State Board and institutional requirements as to majors and minors, and as to required courses in Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics, and American Constitution, which are set forth in detail on pages 26 to 28.

### 2. Specific Departmental Requirements and Recommendations.

	Units
a. Maximum units which may be taken in English.....	40
b. Education courses .....	12

#### c. Academic list of courses.

At least 112 units offered for the degree of A.B. with English as a major, must be chosen from the following list of courses, and the 40 units in Upper Division work must be selected from the same list:

Art. All courses.

Education. 57, 117, 170X, 173, 175, 176, 178.

English. All courses.

Foreign Language. All courses.

Industrial Education. 1, 2, 3, 102.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B, Botany 40A-B; Zoology 60; Physiology 50A-B.

Social Science. All courses.

d. Foreign Language .....	Units 15
---------------------------	-------------

These units must not be in more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement.

e. Lower Division English.....	Units 12
--------------------------------	-------------



## f. Additional year course.

At least 6 units for one of the following groups:

## 1. Foreign Language, additional to d.

This may be satisfied in whole or in part in the high school provided the language be Latin.

## 2. Mathematics: Plane Geometry, Trigonometry, Spherical Trigonometry, Plane Analytic Geometry, College Algebra. Introduction to Calculus. This may be satisfied in part in high school.

## 3. Philosophy.

## Upper Division Requirements.

## a. Units required in Upper Division.

A student must complete fifty-four (54) units after he is admitted to Upper Division.

Forty units of the work done by students in the Upper Division must be made up of Upper Division subjects.

## b. Maximum English units in Upper Division. Not more than 30 units of Upper Division courses taken in English after entering the Upper Division will be counted toward the A.B. degree. Twenty-four units of Upper Division English are required.

## c. Senior transfers to the college. Students with Senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in Upper Division courses, including at least 12 units in English, but no student may be graduated from the college with less than 24 units of work completed in residence.

## d. Scholarship within the department. The student must have an average grade of C, one (1) grade-point per unit, in all courses offered as a part of the 24-unit major.

Students who fail in the Lower Division to attain an average of one grade point for each unit of work taken in the English department may, at the option of the department, be denied the privilege of a major in the department.

## Courses Required for the Major in English.

	Units
Total required units-----	36
Required courses.	
English 18A-B—English Composition -----	6
English 82A-B—History of English Literature-----	6
English 122—Shakespeare -----	3
English 180—Poetry -----	3
English 117—Chaucer -----	3
English 131—Spenser, or	
English 147—Milton -----	3
English—Electives -----	12

## Minor.

Majors must elect as their minor a subject taught in high school.

### Special Students.

A special student who wishes to enroll in any English course may do so, *provided*: that he is not less than 21 years of age; that he has filed satisfactory written evidence with the Registrar that he is fit to pursue the work desired; that the head of the English department under whom he plans the greater part of his work gives his written approval.

Should a special student change his status to that of a regular or provisional student he must meet all the requirements demanded of such students carrying work in English before he shall receive credit for any work done by him as a special student.

### The Subject A Requirement.

a. Unless otherwise stated herein, all undergraduate entrants must, at the time of their first registration at the college, take an examination known and designated as the *Examination in Subject A*. The purpose of this test is to determine the ability of such entrants to write English without gross errors in diction, grammar, punctuation, sentence-structure, and spelling.

b. The examination in Subject A will be given at the opening of each semester on the Saturday preceding the beginning of instruction. If the college finds it necessary so to do, a second examination for late entrants will be held not later than two weeks after the first examination in each semester. For either of the above examinations a fee of one dollar (\$1) will be charged. The results of each examination will be made public not later than the day following the same. Papers submitted in the tests will be graded as "passed" or "failed." No papers submitted by students will be returned to them, once such written tests have been handed to the college examiners. Any student who is not present at the examination in Subject A which he is required to take will be graded as failed in the examination.

c. Students who do not pass the examination in Subject A will be required to take, immediately following such failure, a course of instruction, known as *Course in Subject A*, which gives no credit of any sort toward graduation in the college.

d. Should the student again fail in the *Course in Subject A*, he will be required to repeat the course the next semester of his college residence. The *Course in Subject A* will be given each half year, two hours a week, for twelve weeks, beginning one week after the second examination, if such be held; otherwise, as soon after the first examination as is possible.

e. All students required to enroll in Subject A shall be charged a fee \$10 each, and the charge shall be repeated, without deduction of any fee, each time they take the course.

f. Whenever, in the judgment of the instructor in the class in Subject A a student shows sufficient excellence in his work, the instructor is authorized to give him a final passing grade in Subject A, to permit him to withdraw from attending the class.

g. The date before such withdrawals are allowed shall be determined by the examiners in charge of the Subject A examination. The determin-

ing of the portion of the fee, if any there be, that is returnable shall be made by proper administrative authority.

h. No student who has not passed either the examination or *Course in Subject A* will be admitted to any State college course in English which also includes Public Speaking, either for credit or as an auditor. No student will be admitted to Upper Division standing until he has passed either the examination or *Course in Subject A*. No student shall be granted a bachelor's degree by such departments so authorized and empowered until he has passed either the examination or *Course in Subject A*.

i. In grading conditions and failures the course in Subject A is governed by the same rules and regulations as are the college courses.

j. A student who has failed in an examination in Subject A may not have the privilege of taking a subsequent examination until he has met the demands of the *Course in Subject A*. However, should the student received a condition in the *Course in Subject A*, he may, with the approval of his instructor, be admitted to the next succeeding examination in Subject A.

k. A student who passes Subject A is not required, but is advised to continue his training in both English Composition and Public Speaking.

l. Failure in the examination in Subject A does not prevent admission to the college.

#### Exceptions to the Above.

a. Any student who has received a grade of 60 per cent in the College Entrance Examination Board in English 1, or in Subject A, or in the comprehensive Examination in English, will receive credit for Subject A.

b. A student who enters the college with sixty (60) or more credits or units of advanced standing, and who has passed an examination similar to the examination in Subject A at the institution from which he came, or who has completed a course in English Composition at that institution deemed acceptable by the college examiners, will be exempt from the requirements of Subject A.

c. A student who has passed an examination in Subject A, or its equivalent given by any institution of collegiate standing that accepts the college findings in Subject A, will receive like credit for Subject A in this college.

#### Comprehensive Final Examination.

At the end of the Senior year the English Department requires a comprehensive final examination of all undergraduates majoring in English. This examination is divided into two parts: (1) a set three-hour examination covering English Literature, particularly from 1350 to 1900; (2) an essay, requiring three hours in its development and completion, the subject of which is to be chosen from a list submitted to the candidate at the time of the test, and dealing with questions and problems with which the undergraduate is assumed to be familiar. Both of these tests will be preceded by oral quizzes and examinations, as the department may deem it best to give them. The preparation for the Comprehensive Final Examination

will extend through the candidate's entire period of Upper Division residence. This work shall not appear on the study-list of the student as a subject that is to be provided for at a particular session with a particular instructor in charge. However, when the student has passed the examination, the grade assigned by the department will be recorded with the registrar.

No student in English will be recommended for graduation who ignores the preliminaries leading up to the test, or who fails in the final examination, regardless of the grades made by such student in other subjects.

## A SUGGESTED COURSE OF STUDY FOR ENGLISH MAJOR STUDENTS

### YEAR I

First Semester	Units
Eng. 18A—English Composition-----	3
Romantic Language (French or Spanish)-----	5
Science -----	3-5
P.E. 51A or 1A—Physical Education-----	$\frac{1}{2}$
Hist. 2A—History of Modern Europe-----	3
	<hr/> 14 $\frac{1}{2}$ or 16 $\frac{1}{2}$

Second Semester	
Eng. 18B—English Composition-----	3
Romantic Language (French or Spanish)-----	5
P.E. 51B or 1B—Physical Education-----	$\frac{1}{2}$
Science -----	3-5
History of Modern Europe-----	3
	<hr/> 14 $\frac{1}{2}$ or 16 $\frac{1}{2}$

### YEAR II

First Semester	
Eng. 82A—History of English Literature-----	3
Romantic Language (French or Spanish)-----	3
Science -----	3-5
Psychology 1-----	3
History 102A—History of the United States-----	3
P.E. 51C or 1C—Physical Education-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$ or 17 $\frac{1}{2}$

Second Semester	
Eng. 82B—History of English Literature-----	3
Romantic Language (French or Spanish)-----	3
Science -----	3-5
P.E. 52 or 2—Physical Education-----	$\frac{1}{2}$
Hist. 102B—History of the United States-----	3
Pol. Sci. 1B—Government, or	
Ed. 57—Introduction to the Study of Education-----	3
	<hr/> 15 $\frac{1}{2}$ or 17 $\frac{1}{2}$

## YEAR III

## First Semester

Units

Eng. 122—Shakespeare	3
Ed. 175—Educational Psychology	3
P.E. 160A—Physical Education	$\frac{1}{2}$
Electives—	
English	3
History	}
Language	
Home Economics	
Science	
Art	
Ed. 174—Prin. Junior High School Education	3

15 $\frac{1}{2}$ 

## Second Semester

Eng. 122—Shakespeare	3
P.E. 160B—Physical Education	$\frac{1}{2}$
Electives—	
English	3
History	}
Language	
Home Economics	
Science	
Art	
Ed. 191—(J.H.) Junior High School Procedure	3

15 $\frac{1}{2}$ 

## YEAR IV

## First Semester

Eng. 217—Chaucer	3
P.E. 161A—Physical Education	$\frac{1}{2}$
Electives—	
English	3
History	}
Language	
Home Economics	
Science	
Art	
Education	}
Sociology	
Ed. 192A-B—(J.H.) Directed teaching	4

16 $\frac{1}{2}$ 

## Second Semester

Eng. 131—Spenser, or	
Eng. 147—Milton	3
Education Elective	3
English Elective	3
P.E. 161B—Physical Education	$\frac{1}{2}$
Eng. 199—Comprehensive Review	0
Elective	4

13 $\frac{1}{2}$



## DESCRIPTION OF ENGLISH COURSES

### English A (noncredit).

*Webster's Collegiate Dictionary* is necessary for all courses in the English Department.

English A is the course prescribed for students who have received unsatisfactory grades in Subject A (entrance examination in English Composition). Fee, \$10, to be repeated each time the student takes the course.

## LOWER DIVISION COURSES

### English 8. English Structure (3).

A study of English structure with special reference to the identification of the common elements in all language. Intended to increase the student's command of words and sentences as standard vehicles of thought. Some attention will be given to the historical development of word forms as a background for the student's vocabulary.

### English 15A-B. Public Speaking (3-3).

Practice in oral rhetoric; exposition and argumentation; organization and presentation of suitable platform speeches.

### English 18A-B. Freshman Composition (3-3).

A study of the mechanics of composition; constant practice in theme writing; an attempt to develop good taste and an adequate expression in English; assigned readings; personal conferences.

Second-year English presupposes the obtaining of a satisfactory grade in English 18A-B; otherwise, the permission of the departments must be secured before enrollment.

### English 38A-B. Advanced Composition (3-3).

For students who have a satisfactory grade for Freshman Composition, and who desire further development in writing. There are no assigned lessons, exercises, or texts. The student must submit at least five original articles, essays or stories, each of approximately 3000 words, during the semester. Initiative rests solely with the student; the instructor restricts himself to criticism and advice. This course may be taken as an Upper Division subject; it may also be repeated for credit.

### English 44A-B. Play Production (3-3).

The study and production of plays, supplemented by lectures, readings and reports. Practice in directing, producing, and participating in classroom productions.

One lecture and two two-hour laboratory periods a week.

### English 80. World Literature (3).

Lectures and assigned readings in translation of some of the world's literary masterpieces, both ancient and modern. The material used will vary from year to year. (Not offered, 1931-32.)



**English 81A. American Literature (3).**

A general survey of American literature, with detailed attention to the more important writers in the colonial and national periods. (Not offered, 1931-32.)

**English 82A-B. English Literature (3-3).**

A historical survey of the classics of English literature, with special attention to the rise and evolution of typical literary forms, and of their relation to political, economic, and cultural backgrounds.

**English 83. Short Story (3).**

The reading of some of the classics in this field; the elaboration of plots and the writing of short stories based upon material developed by the members of the class. Prerequisite: A grade of at least B in English 18A-B. (Not offered, 1931-32.)

**English 84. Essay (3).**

The reading and discussion of essays, for the most part modern, planned to give an understanding and an appreciation of this type of literature; the preparation of magazine articles, literary, and dramatic criticisms, both formal and informal in character. Prerequisite: A grade of at least B in English 18A-B. (Not offered, 1931-32.)

**English 85. Writers of Today (3).**

A survey of contemporary English literature; discussions of current tendencies; required readings. (Not offered, 1931-32.)

**English 87. Bible as Literature (3).**

Representative parts of the Old and New Testaments studied as literature.

**English 88. The Appreciation of Literature (3).**

A chronological study in the literature of English and American criticism, with readings from Dryden, Coleridge, Pater, Shaw, Spangran, Mencken, and others. Consideration will be given to the theories of Tolstoi, Brandes, France, Schopenhauer, Hoyt, Croce, and other modern critics.

## UPPER DIVISION COURSES

### Junior Year

English courses from 120 to 189, inclusive, presuppose junior standing. In exceptional cases students with 12 hours of work whose standing is satisfactory may register in junior classes. In any event such work will count for Lower Division credit only.

**English 120. Modern Drama (3).**

A study of contemporary English and continental drama, based upon the reading, discussion, and criticism of significant plays; modern theories of stagecraft; the technique of the contemporary theater and possible tendencies of the drama. (This course may be taken to advantage with English 129.)

**English 122. Shakespeare (3).**

Rapid reading of at least 15 of the more important plays, chosen in chronological order, from the Shakespearian canon. Lectures, discussions, weekly reports, and special assignments. This course is required of all English majors.

**English 123. The Modern Novel (3).**

A survey of current fiction in England and America; changing aspects of the recent novel; contemporary philosophy in the guise of fiction. Lectures, discussions, reports, bibliography. (Not offered, 1931-32.)

**English 124. Current Drama (2 or 3).**

Inheritance from the previous generation of dramatists; experimentation versus orthodox drama; playwrights, actors, publishers, and producers; who sets the standards; the psychology of the audience; the present dramatic outlook in Europe and America.

**English 129. Pageantry (3).**

Origin and development of pageantry; subjects suitable for community expression in pageant form; a general study into the mechanical possibilities and limitations of the modern theater; construction of models, stage settings, and properties. (This course may be taken to advantage with English 120.)

**English 180. Poetry (3).**

The study of the appeal, content, forms, and methods of poetry; its possibilities as a vehicle for the interpretation of life; a study of types.

**English 187J. Children's Literature (2).**

Sources of juvenile literature; folk tales; histories, scientific and geographical tales; modern children's stories; reorganization of typical samples into good dramatic form; the pageant as an outgrowth of folk-culture.

**English 188A-B. Eighteenth Century Literature (3-3).**

The Restoration and its influences; Dryden, Shaftsbury, and other forerunners of romanticism; Johnson and his circle; the rise of romanticism and its triumph; Burns, Wordsworth, Coleridge, Scott, Byron, Keats, and Shelley. (Not offered in 1931-32.)

**English 189. History of the English Language (3).**

A general survey of the English language; its relation to other languages; the chief periods; the development of forms, sounds, and meanings, and foreign influences. (Not offered in 1931-32.)

**English 190. Nineteenth Century Literature (3).**

The philosophic theories, expressed and implied, in the great writers of the last century; their attitude toward mysticism, free will, mechanism, materialism, fate, idealism, etc.

### Senior Year

Designed primarily for English majors with Senior standing. Seniors in other departments may enroll in the following courses, however, upon satisfying the department as to their preparation.

#### English 117. Chaucer (3).

The poems of Chaucer, with special attention to *The Canterbury Tales* and the *Troilus and Criseyde*; important contemporary writers.

#### English 131. Spenser (3).

Spenser as "a gateway to the renaissance"; the religious, political, and cultural background of sixteenth century Europe; the problems of Tudor England as revealed in Spenser; a careful reading of *The Fairie Queene* and other poems.

#### English 147. Dante and Milton (3).

A rapid survey of the epic as developed by Homer, Virgil, Dante, and Milton; an intensive study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*; Milton as a writer of prose; his influence on the thought and poetry of succeeding generations; the modern epic.

#### English 151. Old English (3).

Grammar and translation of selected passages.

#### English 153. Middle English (3).

Grammar and translation of selected passages.

#### English 198. Seminar (Honor Course) Credits to be arranged.

The English seminar is planned for independent study and research for such students who, in the opinion of the English department, are deemed equal to its demand. *Eligibility.*—Enrollment is possible only through invitation of the department and not through the choice of the student. Generally speaking, those undergraduates will be considered who have obtained at least their junior standing, and who are in the upper quartile. No definite number of units can be stated for this work, these varying with the demands of individuals.

#### English 199. Comprehensive Review. Credits to be arranged.

This course is intended only for Juniors and Seniors who are candidates for the A.B. degree. It consists of examinations, oral and written as the department may determine. No student will be recommended for graduation who has not worked seriously in this class.

#### Extra Unit Course.

Qualified students may take an extra unit of independent work in connection with any course in which such students enroll, by permission of the department. The college reserves the right, however, to withhold such extra unit credit until the same is satisfactorily obtained.

## FOREIGN LANGUAGES

---

Eda Ramelli, B.A., M.A.

Charles Robson, B.A.

### FRENCH

#### LOWER DIVISION COURSES

**Fr. 1A-B. Elementary French (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in French.

**Fr. 2A. Intermediate French (3).**

Advanced grammar, composition. Reading of French prose and discussion in French. Prerequisite: Course 1B or three years of high school French. Two years of high school French with grades of A or B may sometimes be accepted.

**Fr. 2B. Intermediate French (3).**

Continuation of course 2A. Prerequisite: Course 2A.

**Fr. 40A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school French.

#### UPPER DIVISION COURSES

**Fr. 101A-B. Conversation and Composition (2-2).**

**Fr. 112A-B. Advanced French (3-3).**

Reading and discussion in the foreign language of Nineteenth Century French drama, novel, and poetry.

**Fr. 140A-B. Directed Reading (2-2).**

### SPANISH

#### LOWER DIVISION COURSES

**Sp. 1A-B. Elementary Spanish (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in Spanish.

**Sp. 2A. Intermediate Spanish (3).**

Advanced grammar, composition. Reading of Spanish prose and discussion in Spanish. Prerequisite: Course 1B or three years of high school Spanish. Two years of high school Spanish with grades of A or B may sometimes be accepted.

**Sp. 2B. Intermediate Spanish (3).**

Continuation of course 2A. Prerequisite: Course 2A.

**Sp. 50A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school Spanish.

**UPPER DIVISION COURSES****Sp. 102A-B. Conversation and Composition (2-2).****Sp. 110A-B. Advanced Spanish (3-3).**

Reading and discussion in the foreign language of Nineteenth Century Spanish novel, drama, and poetry.

**Sp. 150A-B. Directed Reading (2-2).****MINORS IN FOREIGN LANGUAGE**

These departments have not as yet a major curriculum. They do, however, offer minors as follows:

**FRENCH****Lower Division—**

Four years of high school work (5 hours per week) in French or College courses as follows:

Fr. 1A-B—Elementary French -----10 units

Fr. 2A-B—Intermediate French ----- 6 units

It is suggested that the student take in addition at least one semester of Lower Division directed reading.

Fr. 40A or 40B—Directed Reading----- 2 units

Upper Division -----10 units

Fr. 101A-B—Conversation and Composition----- 4 units

Fr. 112A-B—The Nineteenth Century----- 6 units

**SPANISH****Lower Division—**

Four years of high school work (5 hours per week) in Spanish, or college courses as follows:

Sp. 1A-B—Elementary Spanish-----10 units

Sp. 2A-B—Intermediate Spanish----- 6 units

It is suggested that the student take in addition at least one semester of Lower Division directed Reading.

Sp. 50A or 50B—Directed Reading----- 2 units

Upper Division -----10 units

Sp. 102A-B—Conversation and Composition----- 4 units

Sp. 110A-B—The Nineteenth Century ----- 6 units



## HOME ECONOMICS DEPARTMENT

Charlotte P. Ebbets.

Alice V. Bradley, B.S.

Edith O. Churchill, B.A.

Florence L. Clark, M.A.

Winifred M. Frye, B.S.

### General Requirements for Graduation with a Major in Home Economics.

- a. Candidates for degrees and credentials with a major in Home Economics, as in all other departments in this college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics and American Constitution, which are set forth in detail on pages 26 to 28.

### Specific Requirements for Home Economics Majors.

- a. Required units in Education----- 15

b. Minors.

Each candidate for graduation with a major in Home Economics Education may complete two minors selected from the following fields:

Art

English

History

Physical Education

Science

Junior High School Education

- c. Required Lower Division Courses for a major in Home Economics.

	Units
Art 1—Design and Color-----	2
Eng. 18A—B—English Composition-----	6
Eng. 15B—Public Speaking-----	2
Hist. 2A—B—History of Modern Europe-----	6
Pol. Sci. 1B—American Government-----	3
Soc. 1—Elementary Sociology-----	3
Psych. 1—General Psychology-----	3
Sci. 1A—B—Inorganic Chemistry-----	6
Sci. 5—Organic Chemistry-----	3
Sci. 50A—B—Physiology and Bacteriology-----	6
Sci. 100—Physiological Chemistry*-----	3
H.S. 1—2—Food Study-----	6
P.E. 1A—B; 1C; 2—Physical Education-----	2
H.A. 90—Study of Textiles-----	2
H.S. 10X—Large Quantity Cookery-----	1
Ed. 57—Introduction to the Study of Education-----	3

\* This counts as Lower Division work in Home Economics.



	Unit
H.E. Elective -----	3
H.S. 4A-B Household Management-----	2
<i>d. Required Upper Division Courses for a Major in Home Economics</i>	
P.E. 160A-B, 161A-B—Physical Education-----	2
Ed. 175—Educational Psychology -----	3
Ed. 190A-B (H.E.)—Teaching Methods in Household Science and Art-----	4
Ed. 192A-B (H.E.)—Supervised Teaching-----	5
Ed. 173—Secondary Education -----	2
Art 105—Costume Design -----	2
<b>Art 103—House Design</b> -----	2
Art 114—Interior Decoration and House Furnishing-----	1
<b>Art 102—Weaving</b> -----	2
Art 110—Art Needlework-----	1
Sci. 101A—Textile Chemistry-----	2
Sci. 101B—Food Chemistry-----	2
H.S. 108—Survey of Home Economics-----	2
H.S. 105—Household Administration -----	2
H.S. 103A-B—Dietetics and Nutrition-----	5
H.S. 107A-B—Demonstration and Serving -----	3
H.S. 132—Home Gardening and Landscaping-----	1
H.S. 106A-B—Home Nursing and Child Care-----	4
H.S. 102-Y-Z—Large Quantity Cookery-----	2
H.S. 130—Practice House-----	2
Elective -----	1
H.A. 101A-B—Study of Clothing-----	6
H.A. 112—Millinery -----	2
H.A. 110A-B—Advanced Clothing-----	4

### Credential.

Upon the completion of the four-year course in Home Economics, the student is granted in addition to the B.A. degree, the state credential to teach all such subjects as are listed under the so-called Science phase of Home Economics, such as Foods and Nutrition, Health and Care of the Child, House Administration and Management, Home Nursing and Hygiene and Gardening and Landscaping, as well as those subjects as are listed under the Art phase of Home Economics, such as Plain and Advanced Sewing, Dressmaking, Tailoring, Millinery, and Textiles.

### Pre-Secondary Degree Courses.

These courses have the standard Lower Division requirements. The divergence comes in the Upper Division. The Majors do not cover the State requirements for special certification, which is 50 units. These Majors require only 32 units. Practice Teaching may be eliminated and requirements in Education may be reduced to 12 units. It is possible in these Majors to select work with different objectives e.g., leading toward specialization in Dietetics and Nutrition, Textiles, Home Making, Institutional Management, Health, etc.

If it is later desired, a general secondary credential covering teaching requirements may be secured by an additional year of study at a college or university authorized to grant this credential.

SUGGESTED FOUR-YEAR PROGRAMS FOR DEGREE  
CURRICULA WITH A MAJOR IN HOME  
ECONOMICS EDUCATION

Curriculum Leading to a A.B. Degree and a Special Secondary  
Credential in Home Making.

YEAR I

LOWER DIVISION

First Semester

Lower Division. First Semester

	Units
Ec. I—Elementary Sociology-----	3
Hist. 2A—History of Modern Europe-----	3
Eng. 18A—English Composition-----	3
Bi. 50A—Physiology-----	3
Chem. 1A—Inorganic Chemistry-----	3
Ph. E. 1A—Physical Education-----	$\frac{1}{2}$
	15 $\frac{1}{2}$

Second Semester

Hist. 2B—History of Europe-----	3
Eng. 18B—English Composition-----	3
Ed. 57—Introduction to the Study of Education-----	3
Bi. 50B—Physiology and Bacteriology-----	3
Chem. 1B—Inorganic Chemistry-----	3
Ph. E. 1B—Physical Education-----	$\frac{1}{2}$
	15 $\frac{1}{2}$

YEAR II

First Semester

Psych. 1—General Psychology-----	3
Art. 1—Design and Color-----	2
Eng. 15B—Elements of Public Speaking-----	2
S. 1—Elementary Food Study-----	3
S. 4A—Household Management (Cleaning Processes)-----	1
Chem. 5—Organic Chemistry-----	3
Text. A. 90—Study of Textiles-----	2
Ph. E. 1C—Physical Education-----	$\frac{1}{2}$
	16 $\frac{1}{2}$

## Second Semester

	Units
H.S. 10X—Large Quality Cookery-----	1
H.S. 2—Advanced Foods-----	3
H.S. 4B—Household Management (Laundry)-----	1
Pol. Sci. 1B—American Government (Constitution)-----	3
Art 105—Costume Design-----	2
Sci. 100—Physiological Chemistry-----	3
H.E.—Elective -----	3
P.E. 2—Physical Education-----	$\frac{1}{2}$

16 $\frac{1}{2}$ 

## UPPER DIVISION

## YEAR III

## First Semester

H.S. 105—Household Administration-----	2
H.A. 101A—First Principles of Clothing-----	3
Ed. 175—Educational Psychology-----	3
Art 103—House Design-----	2
H.S. 107A—Demonstration of Foods-----	1
Art 102A—Weaving -----	1
Sci. 101A—Textile Chemistry-----	2
H.S. 103A—Elementary Dietetics and Nutrition-----	2
P.E. 160A—Physical Education-----	$\frac{1}{2}$

16 $\frac{1}{2}$ 

## Second Semester

H.A. 101B—First Principles of Clothing-----	3
Ed. 190A (H.E.)—Teaching Methods (Household Science)-----	2
Ed. 190B (H.E.)—Teaching Methods (Household Art)-----	2
Art 110—Art Needlework-----	1
Art 102B—Weaving -----	1
Sci. 101B—Food Chemistry-----	2
H.S. 107B—History of Table Appointments and Serving-----	2
H.S. 102Y—Large Quantity Cookery-----	1
Art 114—Interior Decoration and House Furnishing-----	2
P.E. 160B—Physical Education-----	$\frac{1}{2}$

16 $\frac{1}{2}$

## YEAR IV

## First Semester

	Units
H.S. 130—Practice House-----	2
H.A. 110A—Advanced Clothing (Wool)-----	2
Ed. 192—H.E.—Supervised Teaching (Household Art)-----	2
H.S. 132—Home Gardening and Landscaping-----	1
H.S. 106A—Health and Child Care-----	2
H.S. 106B—Home Nursing and Hygiene-----	2
Ed. 173—Secondary Education-----	2
P.E. 161A—Physical Education-----	$\frac{1}{2}$

13 $\frac{1}{2}$ 

## Second Semester

H.A. 110B—Advanced Clothing (Silk)-----	2
H.S. 102Z—Large Quantity Cookery-----	1
Ed. 192—H.E.—Supervised Teaching (Household Science)-----	3
H.S. 108—Home Economics Survey-----	2
H.S. 103B—Advanced Dietetics and Nutrition-----	3
H.A. 112A—B—Millinery or Advanced Textiles*-----	2
P.E. 161B—Physical Education-----	$\frac{1}{2}$

13 $\frac{1}{2}$ 

Total -----

124

\* Alternating years.

# SUGGESTED PRE-SECONDARY CURRICULA LEADING TO A DEGREE WITH A MAJOR IN HOME ECONOMICS EDUCATION

## PRE-SECONDARY CURRICULUM I, NUTRITION AND HEALTH

### YEAR I

#### Lower Division. First Semester

	Units
Soc. I—Elementary Sociology-----	3
Hist. 2A—History of Modern Europe-----	3
Eng. 18A—English Composition-----	3
Sci. 50A—Physiology-----	3
Sci. 1A—Inorganic Chemistry-----	3
P.E. 1A—Physical Education-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

#### Second Semester

Hist. 2B—History of Europe-----	3
Eng. 18B—English Composition-----	3
Art 10—Freehand Drawing-----	2
Sci. 50B—Physiology and Bacteriology-----	3
Sci. 1B—Inorganic Chemistry-----	3
Art 12—Lettering-----	1
P.E. 1B—Physical Education-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

### YEAR II

#### First Semester

Psych. 1—General Psychology-----	3
Art 1—Design and Color-----	2
Eng. 15B—Elements of Public Speaking-----	2
H.S. 1—Elementary Food Study-----	3
Sci. 5—Organic Chemistry-----	3
H.A. 90—Study of Textiles-----	2
H.S. 4A—Household Management (Cleaning Process)-----	1
P.E. 1C—Physical Education-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

#### Second Semester

H.S. 10—Large Quantity Cookery-----	1
H.S. 2—Advanced Foods-----	3
Pol. Sci. 1B—American Government (Constitution)-----	3
Sci. 100—Physiological Chemistry-----	3
H.S. 4B—Household Management (Laundry)-----	1
Art 14—Poster-----	2
H.E. —Elective-----	3
P.E. 2—Physical Education-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## YEAR III

## First Semester

	Units
I.S. 101Y—Large Quantity Cookery-----	1
I.S. 105—Household Administration-----	2
Sci. 100B—Advanced Physiological Chemistry-----	3
Sci. 101A—Textile Chemistry-----	3
I.S. 103A—Elementary Dietetics-----	2
I.S. 130—Experimental Cookery and Marketing-----	3
Art 103—House Design-----	2
P.E. 160A—Physical Education-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## Second Semester

Sci. 150—Advanced Physiology-----	3
Sci. 101B—Food Chemistry-----	2
Sci. 155—Advanced Bacteriology-----	2
Ed. 57—Introduction to the Study of Education-----	3
Sci. 103B—Advanced Organic Chemistry-----	3
I.S. 103B—Advanced Dietetics-----	3
P.E. 160B—Physical Education-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## YEAR IV

## First Semester

I.S. 130—Practice House-----	2
I.S. 150—Administration of Institutions (Lecture)-----	2
Ed. 190 (H.E.)—Teaching Methods (Hospital Dietetics)-----	2
Ed. 192 (H.E.)—Supervised Teaching Foods for Hospital Nurses-----	2
I.S. 106A—Health and Child Care-----	2
I.S. 106B—Home-nursing and Hygiene-----	2
I.S. 155—Lunchroom Supervision-----	2
I.S. 107A—Demonstration of Foods-----	1
P.E. 161A—Physical Education-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

## Second Semester

I.S. 140—Hospital Dietetics-----	2
I.S. 101Z—Large Quantity Cookery-----	1
I.S. 108—Home Economics Survey-----	1
I.S. 135—Institutional Problems-----	2
I.S. 107B—History of Table Appointments and Serving-----	2
I.E. —Elective-----	3
P.E. 161B—Physical Education-----	$\frac{1}{2}$
	<hr/> 11 $\frac{1}{2}$



## PRE-SECONDARY CURRICULUM II, CLOTHING AND HOUSE FURNISHING

## YEAR I

## First Semester

	Unit
Soc. 1—Elements of Sociology-----	3
Hist. 2A—History of Modern Europe-----	3
Eng. 18A—English Composition-----	3
H.A. 101A—First Principles of Clothing-----	3
Sci. 1A—Inorganic Chemistry-----	3
Art 12—Lettering -----	1
P.E. 1A—Physical Education-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## Second Semester

Hist. 2B—History of Europe-----	3
Eng. 18B—English Composition-----	3
H.A. 101B—First Principles of Clothing-----	3
Ed. 191—Introduction to Education-----	3
Sci. 1B—Inorganic Chemistry-----	3
Art 10—Freehand Drawing-----	2
P.E. 1B—Physical Education-----	$\frac{1}{2}$
	<hr/> 17 $\frac{1}{2}$

## YEAR II

## First Semester

Psy. 1—General Psychology-----	3
Art 1—Design and Color-----	2
Eng. 82A—English Literature-----	3
H.A. 101C—Clothing -----	3
H.A. 90—Textiles -----	2
Sci. 103—Science of Dyeing-----	2
Elective -----	1
P.E. 1C—Physical Education, 1C P.E.-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## Second Semester

Pol. Sci. 1B—American Government (Const.)-----	3
Eng. 82B—English Literature-----	3
H.A. 110B—Clothing -----	2
H.S. 4B—Household Management (Laundry)-----	1
Art 14—Poster -----	2
Art 110—Art Needlework-----	1
Elective -----	3
P.E. 1D—Physical Education-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

## YEAR III

## First Semester

	Units
Ed. 175—Educational Psychology-----	3
Eng. 126—Modern Drama-----	3
H.A. 90B—Advanced Textiles-----	3
Sci. 101A—Textile Chemistry-----	2
H.A. 112—Salesmanship-----	3
H.A. 110A—Clothing-----	2
Elective-----	1
P.E. 160A—Physical Education-----	$\frac{1}{2}$
	<hr/> 17 $\frac{1}{2}$

## Second Semester

Eng. 129—Pageantry and Play-----	3
Art 105—Costume Design-----	2
Art 107—Applied Design-----	2
H.A. 110B—Clothing-----	2
Art 104—Jewelry-----	2
Art 112—Bookbinding-----	1
Sci. 50B—Bacteriology or Elective-----	2
Elective-----	1
P.E. 160B—Physical Education-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

## YEAR IV

## First Semester

Eng. 187J—Children's Literature-----	2
Art 102A—Weaving-----	2
H.A. 120A—Tailoring-----	3
H.A. 114A—Budgetmaking-----	2
Ed. 173—Secondary Education-----	2
Ed.—Educational Elective-----	2
P.E. 160A—Physical Education-----	$\frac{1}{2}$
	<hr/> 13 $\frac{1}{2}$

## Second Semester

H.S. 105—Household Administration-----	2
Art 102B—Weaving-----	2
H.A. 120A—Millinery-----	2
H.S. 108A—H. E. Survey-----	1
Ed. Educational Elective-----	2
P.E. 160B—Physical Education-----	$\frac{1}{2}$
H.A. 120B—Tailoring-----	2
	<hr/> 11 $\frac{1}{2}$

## MINORS—HOME ECONOMICS

		Units
<b>I. Domestic Science.</b>		
Lower Division-----		7 units
H.S. 1—Elementary Food Study-----	3	
H.S. 4A-B—Household Management-----	2	
H.S. 10—Nutrition and Health-----	2	
	<hr/>	
	7	
Upper Division-----		9 units
H.S.—Household Administration-----	2	
H.S. 107B—Table Service-----	2	
H.S. 106B—Home Nursing and Hygiene-----	2	
H.S. 132—Home Gardening-----	1	
Ed. 190A—(H.E.)—Teaching Methods-----	2	
	<hr/>	
	9	
Prerequisites:		
Sci. 5—Organic Chemistry-----	3	
Sci. 51A-B—Physiology and Bacteriology-----	6	
	<hr/>	
	9	
	<hr/>	
		16 units
<b>II. Domestic Art.</b>		
Lower Division-----		6 units
H.A. 1—First Principles of Clothing-----	3	
H.A. 90—Study of Textiles-----	2	
H.A. 4B—House Management (Laundry)-----	1	
	<hr/>	
	6	
Upper Division-----		8 units
H.A. 101B—First Principles of Clothing-----	2	
H.A. 112—Millinery-----	2	
H.A. 115—Budgeting-----	2	
Ed. 190B—(H.A.)—Teaching Methods-----	2	
	<hr/>	
	8	
Prerequisites:		
Sci. 103—Science of Dyeing-----	2	
Art 1—Design and Color-----	2	
Art 110—Art Needlework-----	1	
	<hr/>	
	5	
	<hr/>	
		14 units

A student from any of the departments may make a choice between the Science or Art phase of Home Economics, but in either case can not satisfy the prerequisite subjects.

**DESCRIPTIONS OF COURSES IN HOME ECONOMICS****Household Science****LOWER DIVISION COURSES****H.S. 1. Elementary Food Study (3).**

Lecture, recitation, and laboratory practice. This course involves technical work in cookery based upon scientific principles, together with a study of foods from the historical, economic, and nutritive standpoints. The special aim is to acquaint the prospective teacher with correct methods of conducting food study and work in school training for the home. Prerequisites: Inorganic Chemistry; Physics.

**H.S. 2. Advanced Food Study (3).**

Lecture, recitation, and laboratory practice. This course is a continuation of course 1, with elaboration of processes. It includes practical work in food preservation as well as in the preparation of simple diets for invalids. Prerequisites: Organic Chemistry; Bacteriology.

**H.S. 10. Nutrition and Health (2).**

Lectures designed for the general professional students and housewives. The course includes a study of the essentials of a balanced diet for children and adults; school lunches; digestion; excretions and elementary metabolism; malnutrition, its causes, symptoms, and remedies. No prerequisites.

**H.S. 10X. Large Quantity Cookery (1).****H.S. 4A-B. Household Management (2).**

Lecture and laboratory practice. This course treats of the various types of household activities involved in the care and upkeep of the house; the study of cleansing agents; the systematic planning of the daily routine, including also the processes of laundering and the study of laundry equipment; a study of the efficiency and comparative cost of different cleansing agents. Prerequisite: Inorganic, Organic and Textile Chemistry and Bacteriology.

**UPPER DIVISION COURSES****H.S. 102Y-Z. Large Quantity Cookery (1-1).**

This course enables every student in the department to gain the necessary experience in purchasing supplies, arranging menus, and preparing food in large quantities for school lunchrooms. Each student assists in turn with the preparation of the noon meal at the college cafeteria. Practical administration problems require that this course be divided into three sections known as X, Y, and Z. Prerequisites: Courses 1, 103A-B.

**H.S. 103A-B. Dietetics and Nutrition (2-3).**

Lecture, recitation, and laboratory practice. These courses involve the study of nutrition based upon the physical needs of the individual, singly or in groups, according to mode of living, occupation, and income;

under conditions of usual health, or when suffering from various physical disorders. Prerequisites: Courses 1 and 2; Organic Chemistry; Physiological Chemistry and Foods 1-2.

#### **H.S. 105. Household Administration (2).**

Lectures and problems. This course deals with household accounting and economics of the home. It accepts housekeeping and home making as a profession, and considers divisions of income; necessity for and practical methods of keeping individual accounts; high cost of living with suggestions as to the probable causes and possible methods of reformation; the cost of materials and labor involved in furnishing and maintaining a home.

#### **H.S. 106A. Child Care and Health (2).**

Designed for those preparing to give instruction in the care of children. A study is made of the causes and effects of malnutrition; height and weight standards; methods of judging nutrition, and the laws of health. Methods by which the school can improve the health of children through activities. Prerequisite: First semester of Dietetics and Nutrition.

#### **H.S. 106B. Hygiene, Home Nursing (2).**

Lectures and laboratory. This course deals with the prevention and care of illness. Methods of rendering first aid; care of sick room, etc., and aims to fit the girl to do emergency nursing in the home.

#### **H.S. 107A. Demonstration of Foods (1).**

This course is arranged to meet the growing demand for professional demonstrators in the fields of food industries and advertising; the use of special kitchen and household equipment and labor-saving devices. It offers opportunities for each student to give a detailed discussion as to the merits, methods of preparation, and use of some specific dish or piece of equipment. Prerequisites: Foods H.S. 1 and 2.

#### **H.S. 107B. History of Table Appointments, and Meal Planning and Serving (2).**

Designed to offer an objective field for the application of the underlying principles and technique learned in the cooking laboratory together with working out good selection and combinations of foods based upon dietary principles as applied to different groups of people.

Social and table etiquette including table manners is stressed and a historical survey is made of the evolution of all table appointments. Prerequisites: Foods H.S. 1 and 2, and Elementary Dietetics H.S. 103A.

#### **H.S. 108. Home Economics Survey (2).**

A history of Home Economics in its educative, governmental, legal, and general development aspects, with special attention to the constructive effect of the movement on the development of the American home. Special attention is paid to the coordinating of all allied subjects with the so-called Home Economics technical subjects.

#### **H.S. 109. Meal Planning (2).**

This course is designed for students from other departments in the college wishing to obtain units for a minor in Home Economics. It



includes a study of proper food combinations for the making of menus; also prescribed methods of serving and rules of social etiquette. Prerequisite: Some knowledge of foods.

**H.S. 130. House Practice (2).**

A course dealing with the problems of home making. By living for a stated period of time in the practice house in a family group the students take up in rotation the actual duties involved in good housekeeping.

**H.S. 132. Home Gardening and Landscaping (1).**

A course designed to prepare the student with an elementary knowledge of plant life; laying out of small gardens, and gaining an appreciation of art in landscaping, through visiting the beautiful estates in this region.

**H.S. 134. Administration of Institutions (2).**

This is a lecture course for mature students who are training for the administration of various types of institutions. Only those students are admitted to it who give evidence of sound health, good judgment, and sufficient training in food work. Prerequisite: Household Science 1 and 2.

**Ed. 190. H.E. Teaching Methods, Household Science.**

See page 59, Education Courses.

**Ed. 192. H.E. Directed Teaching, Household Science.**

See page 61, Education Courses.

### Household Art

#### LOWER DIVISION COURSES

**H.A. IX. Principles of Sewing for Institutions (2).**

This course is designed for students training for the administration of institutions, and takes up the study of problems of special interest to them, such as: a study of textiles for the household; problems in mending, selection and making up of household linens, etc. Some discussion concerning personal clothing is also included.

**H.A. 90. Textiles (2).**

Development of the textile industry from primitive times to the present; study of the important fibres and materials made from them; art and economic considerations in selecting and purchasing of materials for clothing and household furnishings.

#### UPPER DIVISION COURSES

**H.A. 101A-B. First Principles of Clothing (3-3).**

A study of clothing based upon needs as brought out by a study of the clothing budget. Emphasis is laid upon selection, purchase, suitability, and care of clothing. Making of garments of simple construction, involving the use of cotton and linen materials. Discussion and making up of problems in household sewing. The course is designed primarily for the



training of teachers, and methods of presenting the work in elementary and secondary schools are discussed in connection with each problem.

**H.A. 110A. Advanced Clothing (Wool) (2).**

General consideration of the economic problems in clothing production; practice in the making of a wool dress, silk blouse, and children's dresses. The aims are: greater independence, originality, and skill in handling different materials. **Prerequisite:** Household Art 101A-B.

**H.A. 110B. Advanced Clothing (Silk) (2).**

Complicated clothing construction involving application of principles in costume design and textiles. This course reviews all the processes taken in Household Art 101A-B and 110A. The finished problems include a silk dress, and some garment emphasizing applied design.

**H.A. 112. Millinery (2).**

This course includes pattern work, the making and covering of wire, net, and willow frames, covering of commercial frame, trimming of hats.

Emphasis is laid upon principles of line and color harmony as applied to the individual. **Prerequisite:** Advanced Clothing.

**H.A. 120A. Dressmaking (2).**

A course designed to teach advanced technique in garment construction. The course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing and the influence of color and textile values on garment making.

**H.A. 120B. Tailoring (3).**

A continuation of advanced dressmaking. Problems are chosen with the idea of developing technique. Emphasis is placed on construction and design as well as the study of fabrics suitable for tailored garments.

**Ed. 190. H.A. Teaching Methods, Household Arts (2).**

See page 60, Education Courses.

**Ed. 192. H.A. Directed Teaching, Household Arts (3).**

See page 61, Education Courses.

## INDUSTRIAL EDUCATION DEPARTMENT

---

Emanuel E. Ericson, B.S.  
Fred L. Griffin, B.A.  
Florence W. Lyans, B.A.  
William W. Peters, M.A., M.S.  
William L. Rust.  
Roy L. Soules, B.A.  
Earl F. Walker, M.A.  
Schurer O. Werner, B.A.

### 1. General Statement.

Courses in the Department of Industrial Education may be taken by three different groups of students:

- (1) Those taking the course leading to the B.A. degree with a major in Industrial Education or to a credential to teach Industrial Art without the degree.
- (2) Students majoring in other departments of the college in which certain courses in Industrial Education are required, or used as electives, or selected for minors.
- (3) Special students who wish to receive instruction and practice in drafting or mechanical work of various kinds for the purpose of applying the efficiency thus gained in present or future occupational activities rather than for college credit.

### 2. General Requirements for the B.A. Degree with a Major in Industrial Education and a Credential to Teach.

Upon completion of the degree course with a major in Industrial Education, the graduate is granted also a State credential entitling him to teach industrial subjects in elementary and secondary schools.

- a. Candidates for degrees with a major in Industrial Education, as in all other departments in the college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in the Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics and American Constitution, which are set forth in detail on pages 26 to 28.

#### b. *Technical subjects.*

Not less than 50 units of technical training must be completed for graduation. Of this total number, 20 units are specified requirements while the remaining 30 may be varied according to the interest and outlook of the individual student. This also satisfies the requirements of the State Board of Education for a credential to teach within this field.

Specific requirements:	Units
Automotive Work-----	6
Woodwork-----	3
Drawing-----	3
Electrical Construction-----	3
Machine Shop Practice-----	3
Sheet Metal Work-----	2

#### Technical electives:

The remaining 30 units of technical subjects may be selected from the list below or made up of additional courses listed under the headings in the required group above:

Aeronautics  
 Art-Metal Work  
 Battery Construction and Repair  
 Carpentry  
 Farm Mechanics  
 Forging and Welding  
 Furniture Upholstery  
 Home Mechanics and General Shop  
 Industrial Arts for Elementary Schools  
 Leather Work  
 Polychrome and Compo Work  
 Pattern Making and Foundry Work  
 Pumps and Irrigation Equipment  
 Wood Finishing and Painting  
 Printing

It is expected that at the end of the Sophomore year the student will elect to strengthen himself either in the woodworking or metal working subjects, or in drafting, and will choose his technical subjects accordingly, under the advisership of the head of the department.

#### c. *Minors.*

Students majoring in Industrial Education may complete a minor in one of the following:

Art, History, English, Physical Education.

#### d. *Lower Division. Specific requirements.*

Required Lower Division subjects for a major in Industrial Education:

	Units
Psych. 1—General Psychology-----	3
Phys. 50A-B—Human Physiology-----	6
Eng. 18A-B—English Composition-----	6
P.E. 51A-B, 51C and 52—Physical Education-----	4
Geog. 1—Geography-----	3
Econ. 2—Economics-----	3
Pol. Sci. 1B—Political Science-----	3
Sci. 1A—Inorganic Chemistry-----	3
Ind. Ed. 27—Applied Science-----	3

## Technical subjects required in the Lower Division :

	Units
Ind. Ed. 1—Freehand Drawing .....	2
Ind. Ed. 11—Foundations of Woodwork.....	3
Ind. Ed. 2—Instrumental Drawing * .....	3
Ind. Ed. 3—Architectural Drawing .....	3
Ind. Ed. 4—Machine Drawing .....	3
Ind. Ed. 31—Machine Shop Practice.....	3

**Upper Division Requirements.**

The following professional work is required for a degree in Industrial Education :

Ed. 57—Introduction to the Study of Education.....	3
Ed. 175—Educational Psychology .....	3
Ed. 173—Secondary Education .....	2
Ed. 191 (I.E.)—Vocational Education .....	2
Ed. 191 (I.E.)—Study of Occupations.....	3
Ed. 143 (I.E.)—Educational and Vocational Guidance....	2
Ed. 191 (I.E.)—Content and Materials in Industrial Education .....	2
Ed. 190 (I.E.)—Teaching Problems in Industrial Education	3
Ed. 192 (I.E.)—Directed Teaching .....	5

## Technical courses required :

Students will select a sufficient number of technical courses to complete the total of 50 units of technical work required for graduation. These subjects will be chosen in suitable groupings in consultation with the head of the department. The following suggested program indicates the subject requirements for the degree course both for Upper and Lower Divisions.

\* Students who have completed one year or more of mechanical drawing in high school and who show satisfactory accomplishment in this subject will receive credit for course 2, but this will not reduce the total requirements for the degree.

## SUGGESTED FOUR-YEAR PROGRAM FOR THE DEGREE COURSE WITH A MAJOR IN INDUSTRIAL EDUCATION

### LOWER DIVISION

#### YEAR I

##### First Semester

	Uni
Geog. 2—Geography, or Soc. 1—Sociology-----	3
Phys. 50A—Physiology-----	3
Eng. 18A—English Composition-----	3
P.E. 51A—Physical Education-----	2
Ind. Ed. 1—Freehand Drawing-----	3
Ind. Ed. 11—Foundations of Woodwork-----	3
	14

##### Second Semester

Pol. Sci. 1B—Government-----	3
Phys. 50B—Human Physiology-----	3
Eng. 18B—English Composition-----	3
P.E. 51B—Physical Education-----	3
Ind. Ed. 3—Architectural or Mechanical Drawing *-----	3
Ind. Ed. 12—Furniture Construction-----	3
	15

#### YEAR II

##### First Semester

Econ. 2—Principles of Economics-----	3
Math. II—Applied Mathematics-----	2
P.E. 51C—Physical Education-----	3
Ind. Ed. 4—Machine Drawing-----	3
Sci. 1A—Inorganic Chemistry-----	3
Hist. 180—Industrial History of the United States-----	3
	14

##### Second Semester

Psych. 1—General Psychology-----	3
Educ. 57—Introduction to the Study of Education-----	3
Sci. 6—Applied Science-----	3
P.E. 52—Physical Education-----	3
Ind. Ed. 31—Machine Shop-----	3
Elective (not Ind. Ed. courses)-----	3
	15

\* Instrumental Drawing is a prerequisite for Architectural Drawing. One year or more of mechanical drawing in high school will satisfy the prerequisite provided such students show satisfactory accomplishments in the subject.

## UPPER DIVISION

## YEAR III

First Semester	Units
Ed. 175—Educational Psychology-----	3
Ed. 130—Electrical Construction-----	3
Ed. 134—Fundamentals of Automotive Machinery-----	3
Ed. 160A—Physical Education-----	$\frac{1}{2}$
Elective Shopwork *-----	5
Elective (not Ind. Ed. courses)-----	2
	<hr/>
	16 $\frac{1}{2}$

## Second Semester

Ed. 113—Sheet-Metal Work-----	2
Ed. 191 (I.E.)—Vocational Education-----	2
Ed. 15B—Public Speaking-----	2
Ed. 135—Internal Combustion Engine-----	3
Elective (not Ind. Ed. courses)-----	2
Elective Shopwork *-----	5
Ed. 160B—Physical Education-----	$\frac{1}{2}$
	<hr/>
	16 $\frac{1}{2}$

## YEAR IV

## First Semester

Ed. 173—Secondary Education-----	2
Elective (not Ind. Ed. courses)-----	2
Ed. 191 (I.E.)—Study of Occupations-----	2
Ed. 191 (I.E.)—Content and Materials-----	2
Ed. 192 (I.E.)—Directed Teaching-----	2
Elective Shopwork *-----	5
Ed. 161A—Physical Education-----	$\frac{1}{2}$
	<hr/>
	15 $\frac{1}{2}$

## Second Semester

Ed. 190 (I.E.)—Teaching Problems-----	3
Ed. 143—Educational and Vocational Guidance-----	2
Ed. 192 (I.E.)—Directed Teaching-----	3
Elective Shopwork *-----	7
Ed. 161B—Physical Education-----	$\frac{1}{2}$
	<hr/>
	15 $\frac{1}{2}$

Total-----124 units

A minimum of two months (416 clock hours) of practical garage experience in addition to the 124 units of college work is required for the long term credential to teach automobile mechanics.

A minimum of not less than 8 units of college work plus not less than 6 clock hours of practical experience in a commercial shop are required for certification in printing.

\* The elective shopwork throughout the course must be selected under the approval of the head of the department. These electives will be chosen with reference to the student's major interest within this field.



#### 4. Courses Leading to a Limited Credential in Industrial Arts Education.

(A course open to persons with trade experience.)

##### a. Entrance requirements:

- (1) Minimum and maximum age limits for entrance, 24 to 45.
- (2) Graduation from a four-year high school or its equivalent.
- (3) Not less than five years of practical experience in an approved trade.
- (4) Successful passing of trade and aptitude tests as provided by the college.

##### b. Training required:

Not less than one year of special teacher-training, consisting of a minimum of 30 units, distributed approximately as follows:

	Units
Educational Psychology -----	3
Vocational Guidance -----	2
Teaching Problems in Industrial Education -----	3
Practice Teaching -----	4
Related Mathematics and Science -----	3
Drawing and Design -----	4
Related Shopwork -----	5
English -----	3
Social Science -----	3
Total minimum requirements -----	30

Upon successful completion of this course, the student is granted upon the recommendation of the college, a state credential to teach a limited range of shopwork in secondary schools. This credential may be broadened from time to time upon completion of additional requirements.

#### 5. Special Credential for Teaching Farm Mechanics.

By taking a course of 10 units in Farm Mechanics, approved by the State Supervisor of Agricultural Education, students who have completed 40 units of the required technical work will receive in addition to their credential in Industrial Arts Education, a special credential in Farm Mechanics entitling them to teach Farm Mechanics to classes in Vocational Agriculture organized under the Federal and State Vocation Education Acts. At the present time part of the technical work prescribed in this course may be taken at the Agricultural School of the University of California, located at Davis.

#### 6. Work Leading to Credential in Supervision.

Persons who hold the credential for teaching Industrial Arts Education and who have had at least 17 months of successful teaching experience may obtain the credential in Special Supervision within this field by taking the following courses:

- a. Four semester units of work selected from at least two of the following courses (Growth and Development of the Child required).
  - (1) Growth and Development of the Child.
  - (2) Philosophy of Education.
  - (3) History of Education in the United States.
  - (4) Social Value of the Special Field in Which Supervision Is to Be Done.
- b. Six semester units of work selected from the following group (Organization, Objectives, and Supervision of Instruction in Industrial Education required):
  - (1) Organization, Objectives, and Supervision of Instruction in Industrial Education.
  - (2) Tests and Measurements in the Special Field.
  - (3) Problems of Supervision in Industrial Education.
  - (4) Vocational Guidance.

For further information about this credential see State Board of Education Bulletin H-2.

## MINORS IN INDUSTRIAL EDUCATION

### Minor in Mechanical Drawing.

	Units
Lower Division-----	11
Ind. Ed. 2—Instrumental Drawing-----	2
Ind. Ed. 4—Elementary Machine Drawing-----	3
Ind. Ed. 3—Elementary Architectural Drawing-----	3
Ind. Ed. 11—Foundations of Woodworking-----	3
Upper Division-----	7
Ind. Ed. 104—Related Mechanical Drawing-----	2
Ind. Ed. 148—Teaching Problems in Industrial Arts Education	3
Ind. Ed. 144—General Metal Shop-----	2

### Minor in Woodwork.

	Units
Lower Division-----	11
Ind. Ed. 1—Elementary Freehand Drawing-----	2
Ind. Ed. 2—Instrumental Drawing-----	3
Ind. Ed. 11—Foundations of Woodworking-----	3
Ind. Ed. 10—Elementary Furniture Construction-----	3
Upper Division-----	7
Ind. Ed. 108—Advanced Cabinet Making and Millwork-----	3
Ind. Ed. 148—Teaching Problems in Industrial Arts Education	2
Ind. Ed. 142—Study of Occupations, or	
Ind. Ed. 143—Vocational Guidance-----	2

**Minor in Industrial Arts for Elementary Schools.**

	Units
Lower Division-----	9
Ind. Ed. 1—Elementary Freehand Drawing-----	2
Ind. Ed. 22—Elementary Woodwork-----	2
Ind. Ed. 2—Instrumental Drawing-----	3
Art Ed. 19A—Public School Art-----	2
Upper Division-----	9
Ind. Ed. 129—Industrial Arts in Elementary Schools-----	2
Ind. Ed. 126—Art Metal Work-----	2
Ind. Ed. 151—Supervised Teaching-----	2
Ind. Ed. 102—Architectural Drawing and Design, or	
Ind. Ed. 144—General Shop Activities, or	
Ind. Ed. 124—Reed Furniture Construction-----	3

**Minor in Electrical Work.**

Lower Division-----	11
Ind. Ed. —Elementary Freehand Drawing-----	2
Ind. Ed. 2—Instrumental Drawing-----	3
Ind. Ed. 31—Machine Shop Practice-----	3
Ind. Ed. 130—Electrical Construction-----	3
Upper Division-----	7
Ind. Ed. 132—Advanced Electrical Construction-----	2
Ind. Ed. 26—Applied Mathematics-----	2
Ind. Ed. 148—Teaching Problems in Industrial Arts Education	3

**Minor in General Metal Work.**

Lower Division-----	12
Ind. Ed. 1—Elementary Freehand Drawing-----	2
Ind. Ed. 2—Instrumental Drawing-----	3
Ind. Ed. 31—Machine Shop Practice-----	3
Ind. Ed. 113—Sheet-metal Work-----	2
Ind. Ed. 126—Art Metal Work-----	2
Upper Division-----	7
Ind. Ed. 134—Fundamentals of Automotive Machinery-----	3
Ind. Ed. 144—General Shop Activities-----	2
Ind. Ed. 148—Teaching Problems in Industrial Arts Education	2

**DESCRIPTION OF COURSES IN INDUSTRIAL EDUCATION****LOWER DIVISION COURSES****Ind. Ed. 1. Freehand Drawing (2).**

A course giving fundamental theory and practice in freehand perspective, lettering, sketching, etc., with specific application to furniture, buildings, machinery, and fundamental principles of structural design.

**Ind. Ed. 2. Instrumental Drawing (3).**

Course that embraces instruction and practice in the use of mechanical drawing instruments and in lettering. It includes also the solution of the geometric problems commonly met in mechanical drawing, shop sketching, and working drawing, and covers orthographic projection and isometric drawing. Students who have done two or more years work in drawing in high school may make a substitution for this course.

**Ind. Ed. 3. Architectural Drawing (3).**

This course covers the principles and practice of drawing as applied to furniture representation, architectural details, house planning, architectural and topographical drafting. Prerequisite: Ind. Ed. 2 or its equivalent.

**Ind. Ed. 4. Machine and Sheet Metal Drawing (3).**

In this course special attention is given to machine drafting and sketching and to mechanisms and their various applications. The course includes also development of sheet-metal patterns. Prerequisite: Ind. Ed. 2 or its equivalent.

**Ind. Ed. 10. Elementary Furniture Construction (2).**

This course is especially designed to cover the construction of such articles of furniture as can be made by students of the upper grades of the elementary or grammar school. (Not offered in 1931-1932.)

**Ind. Ed. 11. Foundations of Woodworking (3).**

The object of this course is to give the student practice in the fundamental processes of bench work in wood and in the operation of the turning lathe, placing emphasis on correct methods, shop organization, care of tools, etc.

**Ind. Ed. 12. Furniture Construction and Repair (3).**

In this course the student is able to get acquainted with the use of woodworking machinery in the construction of the various types of home furniture and to get practice in the making and repairing of such furniture. Prerequisite: Ind. Ed. 2, 11.

**Ind. Ed. 15A. Printing (3).**

The purpose of this course is to give the student practice in the fundamental operations involved in straight composition, proofing, correcting, and imposition. A study made of type and type faces suitable for different effects. Platen presswork is also covered.

**Ind. Ed. 15B. Printing (3).**

This course is a continuation of course 15A. It consists of some of the more advanced problems in composition, imposition, and presswork. A study is made of space relations and design in printing, and also of effects brought about by type selection, suitable paper stock, and color harmonies.

**Ind. Ed. 18. Cement and Concrete Work (2).**

This course involves the study of the use of cement in its application to home building and decoration. Practice is given in form making for plain and decorative work, proportioning mixtures for different types of construction, applying various kinds of finishes, and the use of color in cement. Prerequisite: Ind. Ed. 11.

**Ind. Ed. 22. Elementary Woodwork (3).**

A course covering the fundamental handwork processes in woodwork and finishing that are applicable to the activity program in the elementary schools.

**Ind. Ed. 31. Elementary Machine Shop Practice (3).**

The processes which are included in this course are the simpler operations performed by the general machinist. These operations cover bench work and the methods of laying out or drawing on metal; also simple cylinder turning and screw cutting, with simple drilling, planing, and taper work.

### UPPER DIVISION COURSES

**Ind. Ed. 102. Architectural Drawing and Design (3).**

A course covering the theory and practice involved in making complete plans and specifications for a dwelling, involving a study of styles of architecture, economy and arrangement of floor space, suitable kinds of building materials, building ordinances, and also estimating. Prerequisite: Ind. Ed. 1, 2, 3.

**Ind. Ed. 103. Machine Drafting and Design (3).**

This course covers various types of cams and gears and the study of the simpler forms of motion in their application to machinery. Each student will have the opportunity to make a complete set of drawings and details for a small machine. Prerequisite: Ind. Ed. 4.

**Ind. Ed. 104. Related Mechanical Drawing (2).**

This course offers study and practice in such phases of drawing, blueprint reading, and shop sketching as are needed in order to relate fully the work of the drawing room with the actual work done in the shop or on the job.

**Ind. Ed. 105. Industrial Arts Design (2).**

A study of fundamental principles underlying structural design, with special emphasis upon the design and construction of articles of furniture and other projects suitable for production in school shops. Includes also a consideration of the use and effect of color as a factor in design. Prerequisites: Ind. Ed. 1, 2.



**Ind. Ed. 106. Home Building and Repair (3).**

In this course the student is given instruction and practice in the building and repairing of structures ranging in complexity from the simplest frame building to the more complex frame cottages. The course includes every phase of carpentry of value to the home builder. Prerequisite: Ind. Ed. 3, 11.

**Ind. Ed. 107. Millwork and Cabinet Making (2).**

The object of this course is to give definite practice in the proper use of woodworking machinery, and in producing mill work for building construction and machine-made furniture. The proper routing of work in the shop, and the possibilities of each machine are studied. Time is devoted to the adjustment, care, and upkeep of the machines, motors, and other equipment. Prerequisite: Ind. Ed. 12.

**Ind. Ed. 108. Advanced Cabinet Making (3).**

A course involving both individual and factory production of domestic furniture. Prerequisite: Ind. Ed. 12.

**Ind. Ed. 111. Forging and Oxyacetylene Welding (2).**

Here are presented those aspects of forging and oxyacetylene welding which every farmer, auto mechanic, and general machinist should know, including also a few simple problems in ornamental work.

**Ind. Ed. 112. Ornamental Ironwork (2).**

A course covering design and construction of articles made of ornamental iron, as applied to buildings, furniture, and decorative household articles.

**Ind. Ed. 113A. Sheet-metal Work (2).**

This course is intended to prepare the student to perform such sheet-metal processes as are of interest and value in the school shop or to the home owner. Courses of study are also considered, as well as the adaptation of the work to the various grades of the school.

**Ind. Ed. 113B. Plumbing (1).**

This is a brief course including such facts and skills as will enable the student to teach simple household plumbing repairs, and do simple pipe fitting.

**Ind. Ed. 114. Pattern-Making and Foundry Practice (2).**

A course combining the elements of pattern-making, with those of molding and of operating a small cupola. Aluminum casting is practiced from the standpoint of its possibilities in the public school. This work is carried out in close cooperation with other departments, and all castings are used for practical projects. Prerequisites: Ind. Ed. 11.

**Ind. Ed. 115. Advanced Machine Shop Practice (3).**

In this course the opportunity is given for practice in the more intricate and exacting processes involved in machine shop work. The projects made are all of direct practical use, repair parts for automobiles being overhauled in the auto shop and articles of school equipment form a part of the course. Prerequisite: Ind. Ed. 31.



**Ind. Ed. 117. Advanced Printing (3).**

This course is designed to give prospective teachers such information and practice as will enable them to direct the printing operations required in the small school printshop. Special attention is given to the problems involved in producing a school paper, and the job work suitable to such a shop. Attention is given to type selection, design, color harmonies, and two and three color work. Study is also made of equipment needs for school use. Prerequisite: Ind. Ed. 15A-B.

**Ind. Ed. 118. Printing and Bookbinding (3).**

A course giving practice in the more advanced work that may be done in the school printshop, including bookbinding.

**Ind. Ed. 121. Paper and Cardboard Construction (2).**

In this course the student is made familiar with the possibilities and limitations of paper and cardboard construction as a phase of elementary school work. (Not offered in 1931-32.)

**Ind. Ed. 122. Upholstery (2).**

This course deals with the tools and materials of the process of upholstering, and gives the student a practical acquaintance with such simpler processes as would be employed in doing over old pieces of furniture as well as in upholstering new pieces. (Not offered in 1931-32.)

**Ind. Ed. 123. Art Crafts (3).**

Work in various crafts such as copper, block cutting and printing, tooled leather, and the like, which can be made the basis for the practical application of artistic designs, will form the foundation of the course. (Not offered in 1931-32.)

**Ind. Ed. 124. Reed Furniture Construction (2).**

A course covering the methods of making furniture of reed and similar material, including coloring and applying various types of finishes.

**Ind. Ed. 125. Painting and Woodfinishing (1 or 2).**

Here the pupil receives instruction and practice in the various phases of preserving and beautifying the home structure and the furniture of the home. The course embraces painting, staining, varnishing, enameling, use of transfers, etc. Prerequisite: Ind. Ed. 11 or equivalent.

**Ind. Ed. 126A-B. Art-Metal Work (2-2).**

This course gives training in making of useful and ornamental articles in brass, copper, silver, and Britannia metal. Emphasis is laid on appropriate design and fine execution.

**Ind. Ed. 127. Leather Work (2).**

This course includes the study of the manufacture of leather and its use in all of its more common applications. It embraces the common processes of shoe repair, and the methods of shoe making. It covers also such work as is involved in making of brief cases, purses, etc., with simple decorations and tooling.

**Ind. Ed. 128. Kindergarten Crafts (1).**

This course includes a study of the beginnings of the fine and industrial arts and their educational value and relationship to other subjects

of the kindergarten-primary school. Constructive work in all materials as a medium of self-expression will include work with clay, plasticine, paper, crayons, cardboard, reed, raffia, wood, cloth, textile, and natural and discarded materials.

**Ind. Ed. 129. Industrial Arts in Elementary Schools (2).**

A course designed for the purpose of introducing prospective elementary school teachers to study and manipulation in the various problems in industrial arts that have bearing upon the program of the school.

**Ind. Ed. 130. Electrical Construction (3).**

The object of this course is to acquaint the student with the standard methods of installing light and heat circuits in the home, and with fire underwriters regulations regarding the size and kind of wire and fixtures to be used for different purposes. The course includes a study of the structure of the various types of electrical equipment used in the home, their care, repair, and adjustment.

**Ind. Ed. 131. Radio Construction and Installation (2).**

A course designed to give practice in the construction of radio sets of various types, in connection with the study of fundamental principles of radio construction and installation.

**Ind. Ed. 132. Advanced Electrical Construction (3).**

This course is a continuation of course 130, involving further study of electricity, including courses of study and methods of teaching in this subject in public schools. Prerequisite: Ind. Ed. 130.

**Ind. Ed. 133. Pumps and Irrigation Equipment (1).**

A course designed to give first-hand instruction in the operation, upkeep, and repair of pumps and of irrigation equipment. It is planned to do the work on the various types of pumping and irrigation equipment most commonly used in this State. (Not offered in 1931-1932.)

**Ind. Ed. 134. Fundamentals of Automotive Machinery (3).**

It is the object of this course to give the student his introductory grounding, by actual contact, in the nature and construction of the various parts of the automobile. The major amount of time is devoted to a study of frames and springs, steering gears and front axles, rear axles and brakes, clutches and transmissions, and universals. The material is introduced through lectures and the student's practical work is carried on in the shop through laboratory work. This laboratory work consists chiefly of assembling, taking down, and adjusting the various parts enumerated. The course includes also a rapid survey of the entire power plant in its relations to the other parts of the machine; but the intensive study of motor is deferred until the next course.

**Ind. Ed. 135. Internal Combustion Engines (3).**

This course is devoted to the study of the internal combustion engine as it is applied to the automobile, the tractor, and the stationary engine. The work consists chiefly in taking down, assembling, and testing of various types of motors and adjusting their parts for efficiency of operation as laboratory work which has been preceded by lectures preparatory to the processes. The course embraces the mechanical problems only, and not the electrical problems. Prerequisite: Ind. Ed. 134.

**Ind. Ed. 136. Automotive Repair (3).**

The work is done on live cars which need overhauling. The student is here taught not so much how to discover defects, as how to do the mechanical work of correcting defects which are perhaps discovered by someone else. Lecture work on typical troubles and their cure, and special instruction in the necessary mechanics will precede the actual laboratory work on the cars. Prerequisites: Ind. Ed. 134 and 135.

**Ind. Ed. 137. Advanced Automotive and Tractor Work (3).**

An advanced course in the study of the more intricate phases of automotive repair work, with special emphasis on the care and upkeep of the tractor, the truck, and the school bus. The electrical equipment of the car and the fuel vaporizing are studied, and attention is given to possible disorders in these systems.

The organization of the school shop for automotive work, the equipment necessary, and the methods of handling routine repair work are made a definite part of this course. Prerequisites: Ind. Ed. 134, 135, 136.

**Ind. Ed. 138. Automobile Electrics (2).**

There are two branches of this course: electric service work and storage battery work. The electrical service work embraces the principles of electricity as applied to automobile and tractor ignition, starting and lighting equipment with the study of the construction of the necessary apparatus and its care and repair. The storage battery work includes principles of electricity and chemistry as applied to the storage battery, a study of the construction of storage batteries, methods of testing, equipment for charging, etc. Prerequisites: Ind. Ed. 134, 135.

**Ind. Ed. 139. Orientation Courses in Aeronautics (2).**

In this course the students are given an opportunity to learn the fundamental principles upon which the airplane is built and operated. The terminology of the mechanical phases of airplane construction is also studied, as are also the problems pertaining to commercial aviation and its possibilities. (Not offered in 1931-1932.)

**Ind. Ed. 141. Vocational Education (2).**

This course is intended to orient the student in the history, present status, and modern problems of vocational education. Terminology is discussed, types of schools and varieties of courses are described, and the special place and function of each is presented. Emphasis is placed upon the California laws applying to vocational education and to State Board regulations relating to those laws.

**Ind. Ed. 144. The General Shop (2).**

A course covering planning, organization, and management of the general shop. A study is made of different types of general shops, scope of activities, and teaching methods. A large part of the time is spent in manipulative work covering suitable projects and processes for the general shop in public schools.

**Ind. Ed. 146. Literature in Industrial Education (1).**

This is a study of periodicals and other current literature within the field of industrial arts and vocational education. The selection and

organization of the teacher's personal library and the shop library are also discussed.

**Ind. Ed. 184. Administration of Vocational Education (2).**

A course dealing with the problems of administration of vocational education in its varied aspects. Study is made here of State and national provisions for subsidizing vocational classes, of the various types of schools and classes that may be organized, of the qualification of teachers for the different types of programs, cooperation with labor and industry in apprenticeship training and in cooperative and other part-time classes. Attention is given to laws governing vocational programs, and to a study of successful programs now in operation. (Not given in 1931-1932.)

**Ind. Ed. 185. Part-Time Education (2).**

A course devoted to the study of the needs and purposes of part-time education in its various forms, the types of organization and instructional procedure suited to the part-time school, including the problems of occupational guidance, and coordination and placement. Special study is made of part-time school conditions in the State of California.

**COURSES GIVEN IN OTHER DEPARTMENTS FOR THE  
INDUSTRIAL EDUCATION STUDENTS**

**Econ. 142 (I.E.). A Study of Occupations (2).**

See Economics Courses, page 128.

**Ed. 143. Educational and Vocational Guidance (3).**

See Education Courses, page 56.

**Ed. 190 (I.E.). Teaching Problems in Industrial Arts Education (3).**

See Education Courses, page 60.

**Ed. 191 (I.E.). Content and Materials in Industrial Arts  
Education (2).**

See Education Courses, page 60.

**Ed. 192 (I.E.). Directed Teaching in Industrial Arts (5).**

See Education Courses, page 61.

**Ed. 195A (I.E.). Organization, Objectives, and Supervision of Instruc-  
tion in Industrial Education (3).**

See Education Courses, page 62.

**Ed. 195B (I.E.). Problems of Supervision in Industrial Education (3).**

See Education Courses, page 62.

**Math. 11. Applied Mathematics (2).**

See Mathematics Courses, page 104.

**Sci. 6. Shop Chemistry (3).**

See Science Courses, page 121.



## MATHEMATICS

---

WM. W. PETERS, B.A., M.A., M.S.

### LOWER DIVISION COURSES

**Math. 1. College Algebra (3).** First semester.

Prerequisite:  $1\frac{1}{2}$  years of high school Algebra, Plane Geometry.

Theory of linear and quadratic equations, theory of logarithms with practice in numerical computation, binomial theorem, mathematical induction, progressions, permutations and combinations, probability, simple theory of finance, series.

**Math. 2. Theory of Investment (3).** Second semester.

Prerequisite: Mathematics 1.

Prescribed for students in the College of Commerce. Simple and compound interest, annuities, stocks, bonds, cost depreciation, probability, insurance, and life annuities.

**Math. 3A-B. Plane Analytic Geometry with Differential Calculus (3-3).**

Prerequisite: Plane Trigonometry and  $1\frac{1}{2}$  years of high school Algebra.

The straight line, circle, conic sections, equations of first and second degree, geometry of space, with study of limits, maxima and minima derivatives, differentials, rates, simple problems in integration.

**Math 4A-B. Integral Calculus and Geometry of Space, Series (3-3).**

Prerequisite: Mathematics 3A-B.

Integration, summation processes, areas, surfaces, volumes, limits, differential equations. (Not given in 1931-32.)

**Math. 5A-B. Surveying (3-3).**

**Math. 10. Principles of Mathematics (3).**

Minimum essentials in business relationship; algebra and geometrical processes; review of fundamental operations, fractions, decimals, mensuration, solution of equation.

**Math. 11. Applied Mathematics (2).**

In this course are studied the applications of mathematics to the problems arising in connection with shop and construction work of various kinds. The use of formulas, simple trigonometric functions, and tables of logarithms are included. Prerequisite to machine shop and automobile work.

## **MUSIC**

---

HELEN M. BARNETT, B.A.

CLIFFORD E. LEEDY, B.Mus.

### **LOWER DIVISION COURSES**

**Music 1. Principles of Music (2).** First semester.

Required of all Elementary and Junior High School Education students. A course in the fundamentals of singing, sight reading, and tone thinking.

**Music 2. Music Appreciation (3).** Either semester.

An introduction to the history of Music, with emphasis on the compositions of the masters. Both vocal and instrumental forms. Much illustrative material, using phonograph, piano, and voice.

**Music 3A-B. Harmony (3-3).**

Intervals and chords; harmonization in two, three, and four voices, to given bass and melody, including tonic, dominant, and subdominant chords and their substitutes.

**Music 6A-B; Music 6C-D. Voice (1-1).**

**Music 8A-B; Music 8C-D. Choral Music (1-1).**

Open to all students with good singing voices.

**Music 20A-B. Wind and String Instruments (1-1).**

### **UPPER DIVISION COURSES**

**Music 103A-B. Advanced Harmony (3-3).**

Modulation through common chord and common tone. Chromatic harmonies. Augmented chords. Two and three-part inventions.

Prerequisite: Music 3A-B.

**Music 104A-B. History and Appreciation of Music (2-2).**

**Music 106A-B. Voice (1-1).**

**Music 108A-B. Choral Music (1-1).**

**Music 109A-B; Music 9C-D. Orchestra (1-1).**

Open to all students who have had experience in playing an orchestral instrument.

**Music 110A-B; Music 110C-D. Band (1-1).**

Open to all students who have had experience in playing a band instrument.



**Music 112. Music Appreciation for Kindergarten-Primary Grades.**

A study of elementary rhythm, form, melodic beauty and moods in music, suitable to these grades. Discussion of the rhythm orchestra and creative music.

**Music 113. Music for Plays, Festivals and Pageants.**

A wide variety of music material, suitable for all types of entertainment will be examined and tried out.

**Music 120A-B. Conducting (1-1).****Ed. 190 (Mus. K.-P.). Kindergarten and Primary Music.**

Required of all kindergarten-primary students.

**Ed. 190 (Mus. Elem.-J.H.). Music Education (2).**

Required of Elementary-Junior High Education students. Prerequisite, Music I. (See Education Courses, page 60.)

**MUSIC MINORS****Public School Music.**

	Units
Lower Division -----	10 units
Prerequisite: Ability to sing a simple song.	
Music 1—Principles of Music-----	2
Music 6A-B—Voice-----	2
Music 3A-B—Elementary Harmony-----	6
Upper Division-----	10 units
Music 101—Music Education-----	2
Music 106A-B—Voice-----	2
Music 108A-B—Choral Music-----	2
Music 104A-B—History and Appreciation of Music-----	4

**Orchestra and Band Instruments.**

Lower Division -----	10 units
Prerequisite: Ability to play a stringed or wind instrument.	
Music 1—Principles of Music-----	2
Music 3A-B—Elementary Harmony-----	6
Music 20A-B—Wind and String Instrument Class-----	2
Upper Division -----	10 units
Music 103A-B—Advanced Harmony-----	6
Music 109A-B—Orchestra -----	2
Music 120A-B—Conducting -----	2

**Kindergarten-Primary Music.**

Lower Division -----	6 units
Prerequisite: Ability to play simple songs and marches, and to sing in tune.	
Music 3A—Elementary Harmony-----	3
Music 6A—Voice-----	1
Music 1—Principles of Music-----	2

	Units
Upper Division-----	6 units
Ed. 190 Mus. K.-P.—Kindergarten-Primary Music-----	2
Music 108A—Choral Music-----	1
Music 112—Music Appreciation for Kindergarten-Primary and Kindergarten-Elementary-----	2
Music 113—Music for festivals, plays and pageants-----	1

## PHYSICAL EDUCATION DEPARTMENT

### MEN AND WOMEN

Harold McDonald Davis, M.A.—Director, Department of Physical Education for Men and Women; Coach football, basketball, tennis.

Winifred Weage Hodgins, M.A.—Director of Physical Education for Women.

Leon Trimble, B.A.—Director Intramural Activities, Coach track, baseball, Assistant Coach football, basketball.

Helen Stone Dozier, M.A., \*Gladys Van Fossen—Director Intramural Activities for Women; Assistant in Department.

Fred L. Allred, A.B.—Freshman Coach football; Assistant Physical Education.

Gertrude Hovey (Part-time)—Instructor Girl Scout Activities.

Ferdinand Kebely—Instructor, Coach in Golf.

Calvin McCray, B.A. (Part-time)—Instructor, Boy Scout Activities.

Edward L. Markthaler, M.D.—Director of Student Health.

The Department of Physical Education in this college is serving the students in three ways: *first*, it is offering those activity courses which are desirable during their college life and also activities which have recreational value for the remainder of their life; *secondly*, it is offering courses for those students who wish to make the profession of Physical Education their life work; and *thirdly*, it is preparing all students so that they will be able to teach fundamentals of the activities and arrange the programs which are desirable for kindergarten, elementary school and junior high school.

*Fines* are imposed for each formal transaction necessitated by failure of the students to comply with the regulations of the department as follows:

a. Failure to meet appointments for physical examination or efficiency tests -----	\$1 00
b. Failure to enroll for Physical Education on or before the date posted for enrollment -----	1 00
c. Failure to return equipment or clothing on or before the date posted for such return at the end of each semester, sport season or special session of the college-----	1 00
d. Failure to return athletic supplies (balls, bats, etc.) on the date of issue, for each twenty-four hours until the full purchase price of the article has been reached-----	1 00

### 1. Requirements for all College Students.

- a. A *medical examination* is required of every student enrolled in the college. Every student in regular standing, unless excused by the medical examiner is required to enroll in some physical education course during each of his eight semesters in college. Students

recommended *restricted activity* by the medical examiner will be assigned to individual work under the course *Individual Adaptations*. (P.E. 53 for men, P.E. 8 for women.)

- b. *Four units of Physical Education*, taken at the rate of  $\frac{1}{2}$  unit per semester throughout the four years of the college course.

There is a definite dividing line between the Lower and Upper Divisions in the Physical Education Department requirements. The work of the Lower Division is *required* to be taken in prescribed courses, while the work of the Upper Division is more or less elective.

*For Men.*—The Lower Division requirement for the first three semesters may be met by either P.E. 51 A, B, C, or any of the intercollegiate sports in P.E. 60-66. The fourth semester's requirement for all men is P.E. 52.

In Upper Division, the work is elective. Upon completion of the Lower Division requirements and the passing of proficiency tests in Groups A and B, the student may elect any activity in these groups. P.E. 160A-B, P.E. 161A-B.

Group A.

1. Boxing or wrestling.
2. Swimming.

Group B. (Choice of any two.)

- |              |                                  |
|--------------|----------------------------------|
| 1. Tennis.   | 4. Archery.                      |
| 2. Golf.     | 5. Squash.                       |
| 3. Handball. | 6. Boating (sail, power, canoe). |

*For Women.*—The Lower Division requirement for the first three semesters is met by P.E. 1A, B, C. The fourth semester course P.E. 2A is required of all women.

In the Upper Division, the work is elective. Upon completion of the Lower Division requirements and the passing of proficiency tests in Groups A and B, the student may elect any activity in these groups. P.E. 160A-B, P.E. 161A-B.

Group A.

1. Stunts.
2. Swimming.

Group B. Skill in any two of the following:

- |             |   |
|-------------|---|
| 1. Tennis.  | 5. Horseback Riding.                            |
| 2. Archery. | 6. Handball.                                    |
| 3. Boating. | 7. Horseshoes.                                  |
| 4. Golf.    | 8. Combination—Darts, Paddle Tennis, Ping-pong. |

2. Requirements for Graduation with a Major in Physical Education.

Students may obtain simultaneously a B.A. degree with a major in Physical Education and the Special Secondary Credential in Physical Education. At the same time, they meet the requirements and receive a General Junior High School Credential.

The special secondary credential in Physical Education enables the student to obtain positions in elementary, junior high and senior high schools, and special positions in the recreation or coaching fields.

a. *General requirements.*

Candidates for degrees with a major in Physical Education, as in all other departments in this college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in Social Sciences, Natural Science, Psychology, English, Foreign Languages, Mathematics and American Constitution, which are set forth in detail on pages 26 to 28.

b. *Special requirements.*

Students desiring to specialize in the field of Physical Education must be physically sound, and believe in and demonstrate the highest type of leadership.

### 3. Specific Requirements for Graduation with a Major in Physical Education.

a. Units in Physical Education.

*Maximum*—Not more than 50 units of the 124 required for graduation may be taken in Physical Education courses.

*Upper Division*—Not more than 30 units of Upper Division courses taken in Physical Education after entering the Upper Division will be counted toward the B.A. degree.

b. *Minors.*

One of the following Minors must be selected:

- |                   |                         |
|-------------------|-------------------------|
| 1. Art            | 5. Industrial Education |
| *2. English       | 6. Music                |
| *3. History       | *7. Science             |
| 4. Home Economics |                         |

c. *Senior transfers.*

Students with senior standing at the time of admission to the college by transfer from other institutions, must complete 24 units in residence, of which must be in Upper Division courses, including at least 12 units in Physical Education.

d. *Lower Division requirements.*

*Men and Women.* (42 or 46 units.)

- |   |                       |
|---|-----------------------|
| 1. Requirements from departments other than major department. |                       |
| Psych. 1  | Sci. 50A-B            |
| Eng. 18A-B  | Econ. 1A-B            |
| Eng. 15A-B  | Poli. Sci. 1A-B or 99 |
| Sci. 60A-B, or Chem. 1A-B                                     | Ed. 57                |

This group meets the State Board requirements for Lower Division Classified students.

---

\* Starred fields are recommended for minors. For the specific requirements in each, see the several departments.

## 2. Requirements from major department.

## MEN (27 units)

P.E. 60-66  
 P.E. 55  
 P.E. 56  
 P.E. 42  
 P.E. 70-76  
 P.E. 54

## WOMEN (26 units)

P.E. 11-14  
 P.E. 21-28  
 P.E. 42

e. *Upper Division requirements.**Men and Women.*

## 1. Requirements from departments other than the major. (19 units)

Ed. 173  
 Ed. 174A-B  
 Ed. 175  
 Ed. 177

Ed. 137  
 Ed. 191 (J.H.)  
 Ed. 192 (J.H.)  
 Ed. 192 (P.E.)

## 2. Requirements from major department.

## MEN (17 units).

P.E. 109A-B  
 P.E. 150  
 P.E. 151  
 P.E. 152  
 P.E. 153

## WOMEN (18 units).

P.E. 115  
 P.E. 121  
 P.E. 122  
 P.E. 123  
 P.E. 130  
 P.E. 150  
 P.E. 151

f. *Credential requirements.*

*Candidates for certification to teach Physical Education* must fulfill all the general requirements of the State Board for all teaching credentials (see page 28) and in addition certain requirements peculiar to the Physical Education credential.

Interpretation of the requirements for the special credential in Physical Education in terms of the courses offered in this college is as follows:

1. Minimum 16 unit academic requirement is covered in the required courses for the Group Major.
2. Education requirements covered by the required courses Ed. 57, 173, 174A-B, 175, 177, 137.

Principles, methods and practice of teaching covered by Ed. 191, J. H.; 192, J. H. and 192 P. E.

Recommended courses in Education—Ed. 117, 139, 178.

3. Special requirement of 15 semester hours selected from four of the following fields:

Biology  
 Anatomy

Physiology  
 Hygiene  
 Chemistry

Psychology  
 Sociology

is satisfied by all students completing the Group Major. See following list required in Group Major.



	Units
Sci. 60A-B -----	10
Sci. 50A (Anatomy) -----	3
Sci. 50B -----	3
Psych. 1 -----	3
Chem. 1A-B or 2A-B -----	6 or 10
(This may be substituted for Sci. 60A-B.)	

4. A minimum of 24 semester hours chosen from at least seven of the following:

- a. Principles of Physical Education.
- b. Technique of Teaching Activities.
- c. Administration of Physical Education.
- d. Kinesiology (Applied Anatomy).
- e. Applied Physiology (Physiology of Exercise).
- f. Activities of Physical Education.
- g. Community Recreation.
- h. Individual Program Adaptations (Corrective Program Adaptations).
- i. Physical Education Tests and Measurements.
- j. Health Education.
- k. Growth and Development of Children. (See Education Courses, page 58.)

5. *Group Majors.*—The following courses are offered at Santa Barbara. Twenty-six units chosen from the starred items are required in satisfaction of the Group Major.

	Units
*a. P.E. 150 -----	3
*b. P.E. 60-66 -----	2
P.E. 21-28 -----	2
*c. P.E. 152 -----	2
*    P.E. 130 -----	3
*d. P.E. 42 -----	2
*e. P.E. 54 -----	1
P.E. 55 -----	1
P.E. 56 -----	2
P.E. 70-76 -----	1
P.E. 11-14 -----	1
*f. P.E. 109A-B -----	3
P.E. 115 -----	1
*g. P.E. 122 -----	3
*    P.E. 153 -----	3
*h. P.E. 151 -----	2
i. P.E. 41 -----	2
*    P.E. 123 -----	2
j. Education 177 -----	2

## MINOR IN PHYSICAL EDUCATION

A minor for students who are majoring in other departments and who wish to minor in the Department of Physical Education is as follows:

	Units
<i>Minor in Men's Physical Education</i> .....	15½
Lower Division.....	6½
P.E. 51A, B, C, or P.E. 56.....	1½ to 2
P.E. 52.....	½
Four units selected from any four of the following.....	4
P.E. 54.....	1
P.E. 55.....	1
P.E. 70-76 each.....	1
Upper Division.....	9
Ed. 192 (P.E.).....	2
P.E. 150.....	3
P.E. 152.....	2
Ed. 177.....	2
<i>Minor in Women's Physical Education</i> .....	18
Lower Division.....	6
P.E. 1A, B, C, each.....	½
P.E. 2.....	½
P.E. 13B.....	1
P.E. 14.....	1
P.E. 28.....	2
Upper Division.....	12
P.E. 160A-B.....	1
P.E. 161A-B.....	1
P.E. 130.....	3
P.E. 150.....	2
Ed. 192 (P.E.).....	2

*Students majoring in Kindergarten-Primary Education* should take the following minor, in combination with music and art:

## Lower Division:

Same as Women's minor above, except that P.E. 2B is taken in place of P.E. 2A.

## Upper Division:

P.E. 162.....	½
P.E. 160B.....	½
P.E. 161A-B.....	1
P.E. 122.....	3
P.E. 150.....	2
Ed. 192 (P.E.).....	2

**DESCRIPTION OF PHYSICAL EDUCATION COURSES**  
**MEN—LOWER DIVISION COURSES**

**P.E. 41. Health Education (1).**

One period per week will be devoted to health education lecture. These lectures will deal with the various aspects of personal hygiene, community hygiene, school hygiene, physical examinations and problems of the teacher in securing the health attitude of the child; the relation of nutrition to health and the importance of the "Safety First" education.

Fall semester.

**P.E. 42. Kinesiology (2). (Open to men and women.)**

Prerequisite: Physiology 50A.

This is the scientific study of bodily movement. It includes instruction in the principal types of muscular exercise, with discussion as to how they are performed and their relation to the problems of bodily development and bodily efficiency.

**P.E. 51A. Prescribed Physical Education for Freshmen Men ( $\frac{1}{2}$ ).**

Marching tactics, class formations, elementary apparatus drill, fundamentals of football and basketball. Fall semester.

**P.E. 51B. Elementary Drill in Tumbling and Stunts; Fundamentals of Baseball and Track ( $\frac{1}{2}$ ).**

Spring semester.

**P.E. 51C. Fundamentals of Speedball, Soccer, Volleyball, Handball, Indoor or Playground Ball and Group Games ( $\frac{1}{2}$ ).**

Fall semester.

**P.E. 52. Teaching Methods and Class Organization of Physical Education Activities ( $\frac{1}{2}$ ).**

Class procedure and theory of fundamental activities covered in 51A, B, C. Outlines of programs and arrangement of model lessons for different age groups. Spring semester.

**P.E. 53. Individual Adaptations and Health Education ( $\frac{1}{2}$ ).**

Required course for those who are assigned to limited activity. The correction of physical abnormalities, treatment of faulty posture, curvatures, weak feet and arches, heart disturbances, overweight and underweight. Fall and spring.

**P.E. 54. Boxing (1).**

Theory and art of self-defense; teaching of offense and defense. Instruction in footwork, position of body, feinting, development of different leads, blows, and guard position. Fall semester.

**P.E. 55. Wrestling (1).**

Modern and scientific methods; the value of wrestling as training for other sports. Methods of offense and defense; mat generalship. Fall semester.

**P.E. 56. The Teaching of Gymnastics and Mass Athletics (2).**

Mass tactics in physical education and athletics; methods of class organization and instruction in the conduct of formal work. Elementary marching tactics such as are necessary to facilitate movements in class formations. Value of relays, stunts, tumbling, apparatus in handling different age groups in gymnasium, picnics, etc. Spring semester.

**P.E. 60. Technique of Teaching Football (2).**

Practice and theory on the field. Individual instruction and practice on each position in backfield and line play, offense and defense. Emphasis on individual play, not on team play. Complete systems of defense and offense, together with correct method of playing each position. Study of different systems. East, West, South, and Middle West. Generalship, signal systems, scouting and rules, all studied from the coach's viewpoint. Fall semester.

**P.E. 61. Technique of Teaching Basketball (2).**

Practice and theory of individual play. Basic fundamentals—passing, shooting, dribbling, stops, turns, etc.

Theory of coaching basketball; fundamentals, various offensive and defensive systems, team organization, training and handling of men will be studied from the coach's viewpoint. Fall semester.

**P.E. 62. Technique of Teaching Baseball (2).**

Theory and practice in batting, fielding, base running, and pitching. Fundamentals, team work, coaching, physical condition, and methods of indoor or early practice. Theory practiced under game conditions. Team organization, training and handling of men will be studied from the viewpoint of the coach. Spring semester.

**P.E. 63. Technique of Teaching Track (2).**

Theory and practice in the fundamentals of all track and field events; adaptation to individual peculiarities; rules of competition, and the study of physical condition and its relation to endurance. The promotion, management, and officiating of games and meets. History of track and the Olympic games. Spring semester.

**P.E. 64. Technique of Teaching Tennis (2). (Open to men and women.)**

Fundamentals and methods of teaching and playing tennis. Ground and volley strokes. Forehand and backhand drives, forehand and backhand volleys, service, overhead, etc. Singles and doubles play. How to organize and manage tennis meets. Court construction and care. Fall semester.

**P.E. 65. Technique of Teaching Swimming (2).**

Elementary swimming and diving, breast, side, trudgeon, crawl, and back strokes. Red Cross life saving and resuscitation. Course is planned not only to each student to swim the various strokes, but also to be able to teach all the strokes. Spring semester.

**P.E. 66. Technique of Teaching Golf (2).**

Instruction through demonstration and student participation supplemented by theoretical discussion of the different strokes. Instruction in

the rules and regulations of the game. Organization and administration of tournaments.

**P.E. 70. Football ( $\frac{1}{2}$ ).**

Intercollegiate teams, practice, competition. Fall semester.

**P.E. 71. Basketball ( $\frac{1}{2}$ ).**

Intercollegiate teams, practice, competition. Fall semester.

**P.E. 72. Baseball ( $\frac{1}{2}$ ).**

Intercollegiate teams, practice, competition. Spring semester.

**P.E. 73. Track ( $\frac{1}{2}$ ).**

Intercollegiate teams, practice, competition. Spring semester.

**P.E. 74. Tennis ( $\frac{1}{2}$ ).**

Intercollegiate teams, practice, competition. Spring semester.

**P.E. 75. Swimming ( $\frac{1}{2}$ ).**

Intercollegiate teams, practice, competition. Spring semester.

**P.E. 76. Golf ( $\frac{1}{2}$ ).**

Intercollegiate teams, practice, competition.

**MEN—UPPER DIVISION COURSES**

**P.E. 102. Community Recreation (2).** (Open to men and women.)

Theory and practice in industrial, school, rural, and adult recreation; playground management and administration. Special programs, leadership of community recreation centers. Presentation of material for above recreation organizations and its use. Not offered in 1931-32.

**P.E. 109A. Scoutcraft (Elementary) (1).**

A course intended to familiarize the student with the Boy Scout organization, its objectives and its organization. Actual participation in Scout tests, measurements, and leadership. Assigned readings and problems, together with hikes and field work. Fall semester.

**P.E. 109B. Scoutcraft (Advanced) (1).**

Continuation of course 157, in which merit badge work and more advanced aspects of scouting will be studied. Lectures relating scoutcraft to present-day educational objectives. Each student assigned to a local troop as an assistant scoutmaster. Spring semester.

**P.E. 150. Principles of Physical Education (3).**

A course dealing with educational principles of Physical Education and their relationship to other educational subjects and to life. Relation of basic principles of Physical Education to economic, political, and social life. A study of the modern trend in Physical Education tests and measurements. Spring semester.



**P.E. 151. Tests and Measurements in Physical Education (2).**

History and development. Types of tests and their aims. Need for and use of physical tests. Classification, placements and administration of physical tests. How to build a test. Prerequisite: Ed. 137. Spring semester.

**P.E. 152. Administration of Physical Education in Secondary Schools (2).**

Studying the problems involved in a department of Physical Education in junior and senior high schools. Organization of conferences or leagues; organization of departments in different sized high schools; details such as paper forms, tickets, budgets, buying, managing trips; the correlation of athletic and academic departments. Intramural organization. Medical examinations. Spring semester.

**P.E. 153. Individual Program Adaptations (3).**

A teachers' course on how to detect, diagnose, and treat physical abnormalities. Theory of individual and group instruction. Theory and practice of prevention and correction of physical abnormalities among school children and adults. Theories of massage, conditioning, first aid for athletic injuries. Heating appliances and the application of heat; taping and bandaging. Prerequisite: Physiology, Anatomy, Kinesiology. Fall semester.

**P.E. 160A-B. Junior Elective Activity ( $\frac{1}{2}$ ). (Both semesters.)**

Prerequisite: Lower Division requirements and passing of proficiency tests. Boxing, Wrestling, Swimming, Tennis, Golf, Handball, Archery, Squash, Boating, Diving.

**P.E. 161A-B. Senior Elective Activity ( $\frac{1}{2}$ ). (Both semesters.)**

Prerequisites: Lower Division requirements and passing of proficiency tests. Boxing, Wrestling, Swimming, Tennis, Golf, Handball, Archery, Squash, Boating, Diving.

**Ed. 192 (P.E.). Directed Teaching (2-2).**

See Education Courses, page 61.

**WOMEN'S PHYSICAL EDUCATION****LOWER DIVISION COURSES****P.E. 1A-B. Physical Education Activities for Freshmen Women ( $\frac{1}{2}$ - $\frac{1}{2}$ ).**

A course giving simple techniques and skill in:

*Fall semester*—Free exercises, stunts, running and team games, sports, as soccer, speedball, hockey, basketball.

*Spring Semester*—Free exercises, dancing, games, sports, as volleyball and baseball.

**P.E. 1C. Physical Activities for Sophomore Women ( $\frac{1}{2}$ ).**

Simple technique and skill in dancing, stunts, games, sports, as soccer, basketball. Fall semester,



**P.E. 2. Theory and Practice in the Organizing and Leading of Groups in Activity (½).**

Prerequisite: 1A, B, C. Spring semester.

**P.E. 3. Activities of Kindergarten and Primary Grades (½).**

Course for Kindergarten-Primary majors.

**P.E. 8. Individual Program Adaptation (½).**

Students physically unable to enter regular classes may substitute this course. It is recommended that regular work be resumed as soon as possible. Either semester.

**P.E. 11A-B. Activity for Freshman P.E. Majors (1-1).**

Sports: Games of low organization; Elementary Folk Dancing.

*Fall semester*—Hockey, basketball.

*Spring semester*—Volleyball, baseball.

This course alternates with P.E. 12A-B. Courses 11A-B and 12A-B are intended to give the students opportunity to acquire skill in the activities included.

**P.E. 12A-B. Activity for Sophomore P.E. Majors (1-1).**

Sports: Games of low organization; Elementary Clog Dancing.

*Fall semester*—Soccer, speedball.

*Spring semester*—Archery, handball, horseshoe pitching, tennis.

**P.E. 12C. Gymnastic Activities (1).**

This includes practice in apparatus, free exercise, marching, pyramid building, stunts and tumbling.

Spring semester.

**P.E. 13A-B. Dancing (1-1).**

A—Advanced Folk Dancing and Clog.

B—Natural Dancing.

**P.E. 14. Elementary and Intermediate Swimming (1).**

Fall semester.

**P.E. 21-28. Technique of Teaching Sports. (2 units each.)**

21. Soccer, Speedball. Fall semester.

22. Volleyball, Baseball. Spring semester.

24. Archery, Handball, Horseshoe. Spring semester.

25. Swimming. Fall semester.

26. Hockey, Basketball. Fall semester.

27. Gymnastic Activities. Spring semester.

28. Dancing. Spring semester.

In each course a brief historical review of the particular activity is given, an analysis of fundamentals, methods of officiating with opportunity for practice, care of equipment, and discussion of other problems relative to each situation. Prerequisite: Skill in the particular sport.

**P.E. 64. Technique of Teaching Tennis (2).****P.E. 42. Kinesiology.**

For description, see Physical Education Courses for Men, page 114.

**UPPER DIVISION COURSES****P.E. 115. Scouting (1).**

Girl Scout leadership course, conducted by a leader from the Girl Scout organization.

**P.E. 121. Physical Examinations (1).**

A laboratory course applying the theories of examination with discussion of problems which arise from actual situations. Prerequisite, or parallel, Ed. 177.

**P.E. 122. Theory of Individual Program Adaptation (3).**

A study of the physical conditions and deviations found in schools and methods of correction, or adaptation of the activity to the individual's need.

**P.E. 130. Administration of Physical Education (3).**

Problems of organization and administration of Physical Education in the schools.

**P.E. 150. Principles of Physical Education (2).**

For description, see Physical Education for Men, page 116.

**P.E. 151. Tests and Measurements in Physical Education (2).**

For description, see Physical Education for Men, page 117.

**P.E. 160A-B. Junior Electives Activity ( $\frac{1}{2}$ - $\frac{1}{2}$ ).**

In the junior year the following two tests are given and must be passed before the privilege of election may be secured:

A—Stunts and swimming.

B—Skill in any two of the following:

Tennis.

Horseshoe pitching.

Archery.

Horseback riding.

Boating.

Handball.

Golf.

Combination of Paddle Tennis, Ping Pong and Darts.

**P.E. 161A-B. Senior Elective Activity ( $\frac{1}{2}$ - $\frac{1}{2}$ ).****P.E. 162. Theory and Practice in the Organization and Leadership of Kindergarten and Primary Activities ( $\frac{1}{2}$ ).**

For Kindergarten-Primary Majors. Prerequisites: P.E. 1A, B, C, 3.

**Ed. 192 (P.E.). Directed Teaching (2-2).**

Two additional units of directed teaching are required in the minor. See Courses in Education, page 61.

## PSYCHOLOGY AND PHILOSOPHY

---

### PSYCHOLOGY

Elizabeth L. Bishop, Ed.D.

#### **Psych. 1. General Psychology (3).**

A beginning course in general psychology which aims to introduce the student to the methods and techniques of psychological study, and to current theories concerning basic psychological principles. Lectures, demonstrations, class discussions and recitations are used.

Given in the Sophomore year. A college course in biological science, preferably Physiology, is strongly recommended as prerequisite. *Offered fall and spring semesters.*

#### **Psych. 10. Applied Psychology (3).**

An elective course will be offered in alternate years covering some applied aspects of psychological principles. Animal Psychology, Social Psychology, Business Psychology, are suggested as types of work which will from time to time be offered. Prerequisite: Psych. 1, or equivalent.

### PHILOSOPHY

Lewis C. Carson, Ph.D.

#### **Phil. 4A. History of Philosophy (3).**

The development of ideas from the early Greek period to Neo-Platonism.

The two courses in the History of Philosophy are intended to be taken in succession, but either may profitably be taken by itself. They are designed to give the student some grasp on fundamental philosophical problems and to aid him in adjusting himself to his physical, mental and moral environment.

#### **Phil. 4B. History of Modern Philosophy (3).**

The course of philosophic thought from the beginning of the Christian era down to modern times, See note under Courses 4A.

## SCIENCE DEPARTMENT

---

Hazel Severy, M.A.  
Earl Walker, M.A.  
William Peters, M.A.  
Agnes G. Plate, M.A.  
Harrington Wells, M.A.

### PHYSICAL SCIENCE

#### CHEMISTRY

#### LOWER DIVISION COURSES

##### **Sci. 1A-B. General Inorganic Chemistry (3-3).**

Comprising a systematic treatment of elementary principles and of the properties of the more important elements and their compounds. Open to all students.

Two lectures and one laboratory period a week.

##### **Sci. 2A-B. General Inorganic Chemistry (5-5).**

Prerequisite: Any two of the following: High School Chemistry, Physics, Trigonometry or grade of "A" in high school chemistry.

Three lectures and two laboratory periods a week.

##### **Sci. 5A-B. Organic Chemistry (3-3).**

Prerequisite: 1A and 1B or 2A and 2B.

Study of different carbon series, fats, carbohydrates, proteins, benzene compounds, and dyes.

Two lectures and one laboratory period a week.

##### **Sci. 6. Shop Chemistry (3).**

This course will include an elementary study of the reactions involved in the production and use of such materials as metals, alloys, building materials, paints, oils, cement, fuels, etc. For students in Industrial Education who have credit in Chemistry 1A or 2A.

Two lectures and one laboratory period a week.

#### UPPER DIVISION COURSES

##### **Sci. 100. Physiological Chemistry (3).**

Study of the chemical composition and action of the tissues and secretions of the human body, the digestion of foods and the elimination of waste products. Open to students who have completed Courses 1 or 2, and 5.

Two lectures and one laboratory period a week.

**Sci. 101A-B. Food and Textile Chemistry (2-2).**

Prerequisite: Course 1 or 2, and 5.

This course takes up the physical and chemical laws, composition and purity of foods and textile fibers.

Two lectures and one laboratory period a week.

**Sci. 103. Science of Dyes and Dyeing (2).**

One lecture and one laboratory period a week.

**Sci. 105A-B. Quantitative Analysis (3-3).**

Introductory training in the methods of quantitative analysis of various materials, acids, bases, salts, alloys, and minerals. Open to those who have completed Courses 1A, 1B, and 5A or 2A and 2B.

One lecture and two laboratory periods per week.

**PHYSICS****LOWER DIVISION COURSES****Sci. 20A-B. General Physics (3-3).**

Prerequisites: High School Physics or Chemistry, Trigonometry; 1½ years High School Algebra.

Definitions, conversion factors, problems, formulae covering mechanics, molecular physics, heat and sound.

**BIOLOGICAL SCIENCE****LOWER DIVISION COURSES****Sci. 40A-B. General Botany (4-4).**

Fundamentals of the morphology and physiology of seeds, roots, stems, leaves, flowers, and fruits. An introduction to the principles of plant taxonomy. Lectures, laboratory and field work in close correlation.

Two lectures and two laboratory periods a week.

**Sci. 50A-B. Elementary Physiology (3-3). (Sci. 50A. Anatomy.)**

A general study of the structure and functions of the body with special reference to muscles, nervous system, sense organs, circulation, respiration, digestion, excretion, and metabolism. Designed for students in Physical Education, Industrial Education, and those desiring to major in Physiology. Prerequisites: For majors in Physiology—Chemistry or Physics; preliminary work in Biological Science is recommended. For students from other departments—Chemistry, Physics and Biological Science are recommended.

Two lectures and one laboratory period per week.

**Sci. 5-A-B. Elementary Physiology and Bacteriology (3-3).**

An elementary course designed for Home Economy students. It includes a general study of the structure and functions of the body as in the course 50A-B. The work is so arranged that in addition to physiology the second semester includes nine weeks of Bacteriology. During this time a brief consideration of the morphology and physiology of the more



important types of nonpathogenic yeasts, molds and bacteria is undertaken, together with practice in the laboratory technic necessary for such study. Especial attention will be given those organisms concerned with dairy and food bacteriology, soil fertility, sanitation, etc. Preliminary courses in chemistry and biological science are recommended.

Two lectures and one laboratory the first semester, and one lecture and two laboratories the second semester.

**ci. 60A-B. General Zoology (5-5).**

The study of representatives of the principal groups of animals. Lectures, laboratory, museum and field work. A thorough foundation in the classification, structure, ecology, and economic importance of animal types.

Three lectures and two laboratory periods a week.

**UPPER DIVISION COURSES**

**ci. 150. Advanced Physiology (3).**

A laboratory course which treats the functions of the body in greater detail than was possible in the elementary course 50A-B. Special emphasis will be given the fundamental phenomena and their interpretation. The plan of the course will be flexible to meet the needs and interests of the students. Prerequisite: 50A-B. Previous courses in chemistry or physics.

One laboratory and two lecture periods per week. Fall semester.

**ci. 155. Bacteriology (3).**

A laboratory and lecture course covering the morphology, physiology and methods of handling microorganisms. Representatives of the most important forms of bacteria, yeasts, and molds will be studied with emphasis on their relationship to soil fertility, dairy products, sanitation, and industries. The importance and nature of pathogenic forms in disease production will be considered. Prerequisite: One or more courses in biological science and a knowledge of chemistry.

One lecture and two laboratory periods per week. Spring semester.

**ci. 160. Ecology (3).**

Studies in environmental relations of plants and animals. Advanced laboratory and independent field investigation. Individual problems in structural and physiological adaptations, parasitism, commensalism, symbiosis, protective coloration, mimicry, zonation, distribution and behavior. Prerequisite: Botany 40A-B or Zoology 60A-B.

Three laboratory periods per week. Fall semester. (Not given in 1931-32.)

**ci. 170. Principles of Biology (3).**

An advanced course. The distribution, behavior, characteristics, and evolution of plants and animals, including man; leading to generalizations in biological theory and principle. Lectures, museums, and individual field investigations. Open to students who have had a year's work in botany, zoology or physiology.

Three lecture periods a week. Spring semester.



## MINORS IN SCIENCE

## Zoology

	Units	Units
Lower Division-----		13
Sci. 1A—General Inorganic Chemistry, or		
Sci. 20A—General Physics-----	3	
Sci. 60A-B—General Zoology-----	10	
Upper Division-----		6
Sci. 170 Principles of Biology-----	3	
Sci. 160—Ecology-----	3	

## Botany

Lower Division-----		11
Sci. 1A—General Inorganic Chemistry, or		
Sci. 20A—General Physics-----	3	
Sci. 40A-B—General Botany-----	8	
Upper Division-----		6
Sci. 160—Ecology-----	3	
Sci. 170—Principles of Biology-----	3	

## Physiology

Lower Division-----		12
Sci. 1A—General Inorganic Chemistry-----	6	
Sci. 50A-B—Physiology-----	6	
Upper Division-----		6
Sci. 150—Advanced Physiology-----	3	
Sci. 170—Principles of Biology, or		
Sci. 155—Bacteriology-----	3	

## Chemistry

Lower Division-----		12
Sci. 1A-B—General Inorganic Chemistry, or		
Sci. 2A-MB—General Inorganic Chemistry-----	6	
Sci. 5—Organic Chemistry-----	6	
Upper Division-----		
Sci. 100—Physiological Chemistry, or		
Sci. 105A—Quantitative Analysis-----	3	
Sci. 101A—Food Chemistry-----	2	
Sci. 101B—Textile Chemistry-----	2	

## SOCIAL SCIENCE DEPARTMENT

---

William H. Ellison, Ph.D.  
 Harold Whitman Bradley, M.A.  
 Lewis C. Carson, Ph.D.  
 H. Edward Nettles, Ph.D.  
 Mildred C. Pyle, M.A.

### HISTORY MAJOR

#### General Requirements for Graduation with a Major in History.

- a. Candidates for degrees with a major in History, as in all other departments in the college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in the Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics and American Constitution, which are set forth in detail on pages 26 to 28.

#### Specific Requirements for History Majors.

	Units
a. <i>Foreign Language</i> requirement -----	15
b. <i>Social Science</i> requirements in Lower Division -----	12

These must include History 2A-B, or 3A-B; and Political Science 1A-B, or Geography 1 and 2, or Economics 1A-B, or Sociology 1A-B. Students who have not had at least two years of European History in high school must take History 2A-B.

History 2A-B is designed especially for Freshmen, but is open to Sophomores. History 3A-B is designed for Sophomores and is not open to Freshmen.

Political Science 1A-B, or Geography 1 and 2, or Sociology 1A-B, may be taken in the Freshman year. Economics 1A-B is a Sophomore subject and is not open to Freshmen, except in special cases, and only after consultation with the Head of the Social Science Department.

#### *Course in American Institutions.*

Political Science 1B (or its equivalent) must be completed by all candidates for the degree of B.A., except those who complete History 102A-B.

- c. *Maximum units* which may be taken in History ----- 40 units

#### d. *Courses in Education.*

At least 12 units of professional courses in Education must be completed by students in the Pre-Secondary Teachers' Course, or at

least 18 units in professional courses in Education including not less than 4 units in directed teaching in the Junior High School Teachers' Course.

Minor.

Each candidate for graduation with a major in History must complete a minor in a subject usually taught in high school.

e. *Academic list of courses.*

At least 112 units offered for the degree of B.A. with History as a major must be chosen from the following list of courses, and the 40 units in Upper Division courses required in the Upper Division must be selected from the same list:

Art. All courses.

Education. 57, 117, 136A-B, 137, 170X, 173, 175, 176, 178, 174A-B-C, 177.

English. All courses.

Foreign Languages. All courses.

Home Economics. All courses.

Industrial Education. 1, 2, 3, 102.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B, 21-A-B.

Botany 40A-B; Zoology 60; Physiology 50A-B.

Social Science. All courses.

f. *Additional year-course.*

At least 6 units in one of the following groups:

- (1) Foreign Language (additional to e).

This may be satisfied in whole or in part in the high school provided the language be Latin.

- (2) Mathematics: Plane Trigonometry, Spherical Trigonometry, Plane Analytic Geometry, College Algebra, Introduction to Calculus. This may be satisfied partly in the high school.

- (3) Philosophy.

g. *Upper Division work.*

- (1) *Units required in Upper Division:*

*Fifty-four* of the 124 units required for graduation must be completed after the student has been admitted to Upper Division.

*Forty* units of work done by Upper Division students must be in strictly Upper Division courses.

*Maximum History* units allowed toward B.A. degree after student has attained Upper Division standing will be 30 units.

*Twenty-four* units of Upper Division work in History are required; of the 24 units, 6 must be in European History and

6 in United States History. Six units of the 24 may be taken in Political Science or in Economics.

The head of the department must be consulted by History major students in making out programs.

(2) *Senior transfers to the College.*

Students with Senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in Upper Division courses, including at least 12 units in History, but no student may be graduated from the college on less than 24 units done in residence.

(3) *Scholarship in the Department.*

The student must attain an average grade of C (one grade-point per unit) in all courses offered as a part of the 24-unit major.

Students who fail in the Lower Division to attain an average of one grade-point for each unit of work taken in the Social Science department may, at the option of the department, be denied the privilege of a major in the department.

### MINOR IN HISTORY

	Units	Units
Lower Division-----		12
History 2A-B—History of Western Europe, or History 3A-B—History of the Americas-----	6	
Pol. Sci. 1A-B—Government, or Econ. 1A-B—Economics, or Soc. 1A-B—Sociology -----	6	
Upper Division-----		9

Nine units of any upper division History. Pol. Sci. 1B fulfills the State requirement in Constitution and American Ideals. A student taking a minor in History may satisfy this requirement by taking Hist. 102A-B as 6 of the 9 units of Upper Division History.

### ECONOMICS

#### LOWER DIVISION COURSES

**Econ. 1A. Principles of Economics (3).**

A general course in the principles of Economics.

**Econ. 1B. Applied Economics (3).**

Application of the principles of Economics, and a study of important problems of the economic world.

#### UPPER DIVISION COURSES

**Econ. 101. Labor Problems (3).** (Not given in 1931–32.)

**Econ. 105. Problems of Modern Industrialism (3).**

(Not given in 1931–32.)

**Econ. 142 (I.E.). Study of Occupations (2).**

A survey of the fields of human occupations and a study of opportunities and requirements in these fields.

**GEOGRAPHY****LOWER DIVISION COURSES****Geog. 1A. Fundamentals of Modern Geography (3).**

A development of the underlying principles of human geography through a study of the main features of the physical environment in their relationship to man's life and activities, particularly as exemplified in type regions.

**Geog. 1B. Regional and Economic Geography (3).**

Prerequisite: Geography 1. A study of selected regions with wide application of the principles of human and economic geography.

**HISTORY****LOWER DIVISION COURSES****Hist. 2A-B. History of Western Europe (3-3).**

The development of western civilization from the decline of the Roman Empire to the present time. A study of the political, economic, and social background of present day civilization.

**Hist. 3A-B. History of the Americas (3-3).**

A survey of the history of the Americas from the periods of discovery and colonization to the present time. Emphasis is placed upon factors and relationships which have significance for the whole western hemisphere.

**UPPER DIVISION COURSES****Hist. 102A-B. History of the United States (3-3).**

A study of the political, social, and constitutional history of the United States.

**Hist. 111A-B. Modern European History Since 1789 (3-3).**

A study of European political and social development and world relationships from the French Revolution to the present day.

**Hist. 125. Renaissance and Reformation (3).**

Intellectual and religious developments of the fifteenth and sixteenth centuries and their significance.

Prerequisite: A year course in European history. (Not given in 1931-1932.)

**Hist. 130. History of the Middle Ages (3).****Hist. 131. History of the British Empire (3).**

The rise and development of the British Empire. The story of British expansion.

Prerequisite: A year course in European history.



**Hist. 142. History of Latin America (3).**

A study of the rise and progress of the Latin American nations.

**Hist. 151. History of the Pacific Ocean Area (3).**

A survey of the activities of European peoples and of the United States in the Pacific Ocean and adjacent regions. A study of the struggle for political and economic leadership in the past, together with consideration of the present situation and problems in the area.

Prerequisite: A year course in European history.

**Hist. 155. History of American Diplomacy (3).**

A study of the foreign relations of the United States.

Prerequisite: A year course in United States history. (Not given in 1931-1932.)

**Hist. 165. History of the Civil War and Reconstruction (3).**

History of the United States from 1852 to 1877. Prerequisite: A year course in United States history.

**Hist. 171. History of the United States in Recent Decades (3).**

Political, economic, and social development of the United States from 1876 to the present time.

Prerequisite: A year course in United States history. (Not given in 1931-1932.)

**Hist. 175. History of American Expansion (3).**

A study of the expansion of American territory, commerce and influence both in North America and throughout the world since 1783.

**Hist. 180. Industrial History of the United States (3).**

A study of the economic development and industrial history of the United States. (Primarily for students in Industrial Education.)

**Hist. 185. History of California (3).****Hist. 187. History of the Near East (3).**

(Not given in 1931-1932.)

**Hist. 190. Historical Method and Historiography (2).**

Required of all History Majors in the Junior year.

**Hist. 195. The Teaching of History and Social Science (2).**

Recommended for History Minors in the Junior year.



**POLITICAL SCIENCE****LOWER DIVISION COURSES****Pol. Sci. 1A. Government (3).**

A comparative study of the governments of Great Britain, France, Switzerland, Germany and Russia.

**Pol. Sci. 1B. Government (3).**

A study of the Constitution and Government of the United States. This course satisfies the State requirement in Constitution and American ideals, and is required of all students.

**Pol. Sci. 99. American Institutions (2).**

The fundamental nature of the American constitutional system and of the ideals upon which it is based. *Given in summer school only.*

**SOCIOLOGY****LOWER DIVISION COURSES****Soc. 1A-B. Elements of Sociology (3-3).**

A study of the underlying principles of society with application to present day problems.

**UPPER DIVISION COURSES****Soc. 103. Immigration Problems (2).**

A study of population movements under modern conditions. The causes, channels, and methods of immigration are studied, and particular emphasis is placed on questions of race and nationality. (Not given in 1931-1932.)

## INDEX

---

	Pages
ABSENCE AND HONORABLE DISMISSAL-----	34
ADMISSIONS-----	20-23
ALUMNI, THE-----	19
APPOINTMENT BUREAU-----	18
ART-----	
Department-----	35
Courses, Description of-----	40-43
Departmental Requirements-----	35
Credential to Teach-----	36
Minors in-----	39
Suggested Major Program-----	37-38
BACTERIOLOGY COURSES-----	123
BIOLOGY COURSES-----	123
BOTANY COURSES-----	122
CALENDAR FOR 1931-1932-----	5
CHEMISTRY COURSES-----	121
CLASSIFICATION OF STUDENTS-----	24-25
COLLEGE ELEMENTARY SCHOOL-----	13
COMPREHENSIVE FINAL EXAMINATION, ENGLISH-----	66
CREDENTIALS-----	
Curricula Leading to-----	29
Requirements for-----	28
DEGREES AND CREDENTIALS, REQUIREMENTS FOR-----	26-30
DISMISSAL, HONORABLE-----	34
DISQUALIFICATION-----	33
DROPPED SUBJECTS-----	33
ECONOMICS COURSES-----	127
EDUCATION-----	
Department-----	44-62
Courses, Description of-----	56-62
Majors in-----	44
Suggested Curricula-----	47
Teaching Credentials-----	28-30
EMPLOYMENT-----	15
ENGLISH-----	
Department-----	63-72
Comprehensive Final-----	66
Courses, Description of-----	69-72
Major, General Requirements-----	63
Major, Suggested Course of Study-----	67
Major, Required Courses-----	64
Subject A-----	65-66
EXAMINATIONS-----	22, 34
EXTRA CURRICULAR ACTIVITIES-----	18

	Pages
FACULTY, 1930-1931-----	8-11
FAILURES-----	33
FEEs AND FINES-----	23
FOREIGN LANGUAGES-----	
Description of Courses-----	73
Minors-----	74
FRENCH COURSES-----	75
GENERAL INFORMATION-----	12-18
GEOGRAPHY COURSES-----	128
GRADE POINTS-----	32
HEALTH SERVICE AND HOSPITALIZATION-----	18
HISTORY COURSES-----	128-129
Major-----	128
Minor-----	129
HOME ECONOMICS-----	
Department-----	75
Courses, Description of-----	81
Credentials-----	74
Majors; Nutrition and Health-----	81
Majors; Clothing and House Furnishing-----	81
Major; Suggested Program-----	77
Minors-----	81
INCOMPLETE WORK-----	3
INDUSTRIAL EDUCATION-----	
Department, Requirements-----	8
Courses, Description of-----	9
Credentials-----	89,
Major-----	9
Minors-----	9
INSTITUTIONAL DEGREE REQUIREMENTS-----	2
JUNIOR HIGH SCHOOL EDUCATION-----	52-53
KINDERGARTEN-PRIMARY EDUCATION-----	46-51
LIBRARY-----	1
LIVING ACCOMMODATIONS-----	1
LOAN FUNDS-----	1
MAJORS-----	
Defined-----	
Changing a Major Field-----	2
Industrial Education-----	9
Art-----	3
Education-----	4
English-----	63,
History-----	12
Home Economics-----	77-8
Industrial Education-----	9
MATHEMATICS COURSES-----	10
MINORS-----	
Defined-----	
Art-----	8
Domestic Science and Domestic Art-----	8
Foreign Languages-----	11
History-----	11

	Pages
Industrial Education.....	95
Music .....	106
Physical Education.....	113
Science .....	124
MUSIC COURSES, DESCRIPTION OF.....	105
MUSIC MINORS.....	106
PHILOSOPHY COURSES.....	120
PHYSICAL EDUCATION DEPARTMENT—	
Requirements .....	108-110
Courses, Description.....	114, 117
Credentials .....	111
Majors .....	109, 112
Minors .....	113
PHYSIOLOGY COURSES.....	122-123
PHYSICS COURSES.....	122
POLITICAL SCIENCE COURSES.....	130
PRE-SECONDARY CURRICULA IN HOME ECONOMICS.....	76-82
PROBATION .....	33
PROGRAMS AND PETITIONS.....	31
PROVISIONAL STUDENTS.....	24
PSYCHOLOGY COURSES.....	120
REGISTRATION .....	22
REGULAR STUDENTS.....	24
REQUIREMENTS FOR ADMISSION.....	20
REQUIREMENTS FOR DEGREES AND CREDENTIALS.....	26-30
SCHOLARSHIP—	
General Provisions.....	32-34
Terms Used (unit, count, grade point).....	32
Five-point Scale.....	32
Standards for Graduation and Teaching.....	32
SCIENCE DEPARTMENT.....	121
SCIENCES—	
Biological .....	122
Physical .....	121
SCIENCE MINORS.....	124
SOCIAL AND RECREATIONAL ACTIVITIES.....	17
SOCIAL SCIENCE—	
Department .....	125
Courses, Description of.....	128
SOCIOLOGY .....	130
SPANISH COURSES, DESCRIPTION OF.....	73
SPECIAL STUDENTS, ENGLISH.....	65
STATE BOARD OF EDUCATION DEGREE REQUIREMENTS.....	26
STUDENT ACTIVITIES.....	16
STUDENTS, CLASSIFICATION OF.....	24
SUBJECT A REQUIREMENT.....	65-66
SUMMER SESSION.....	19
WITHDRAWALS .....	33
ZOOLOGY COURSES.....	123









C  
2us H  
32/33

# Santa Barbara State Teachers College

Santa Barbara, California

1932-33

## Circular of Information and Announcement of Courses



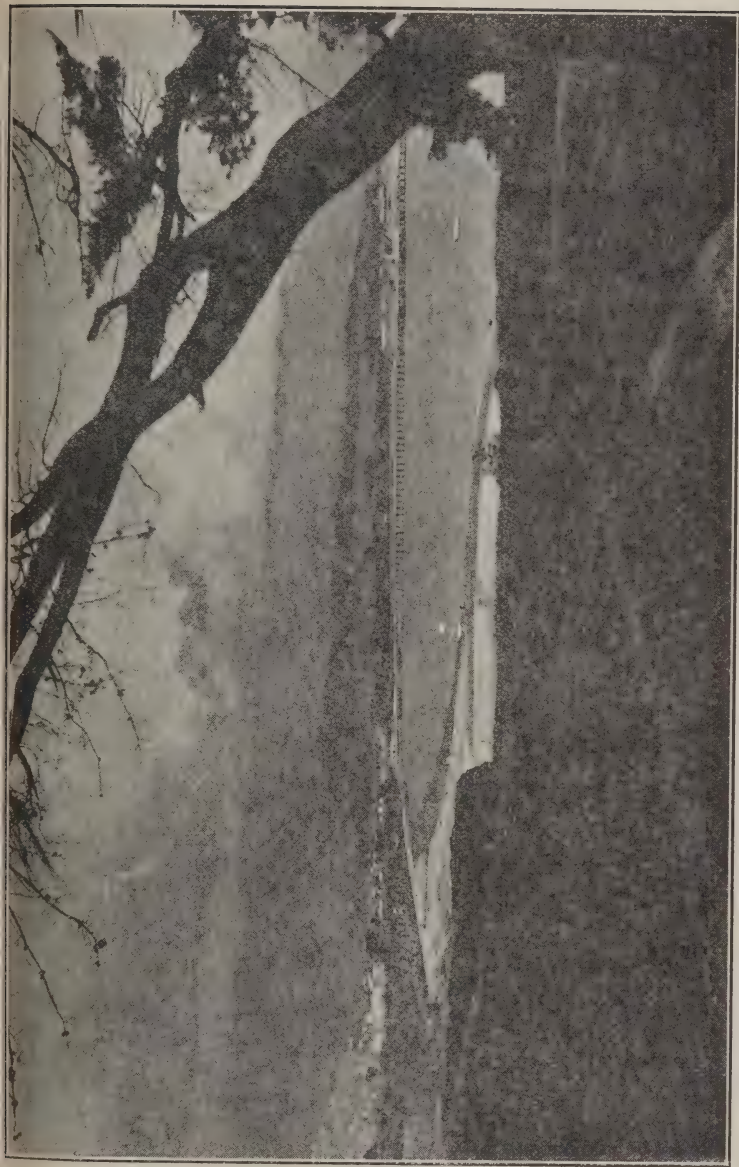
THE LIBRARY OF THE  
APR 24 1934

UNIVERSITY OF ILLINOIS

CALIFORNIA STATE PRINTING OFFICE  
HARRY HAMMOND, STATE PRINTER  
SACRAMENTO, 1932



VIEW FROM NEW COLLEGE SITE



THE LIBRARY  
OF THE  
UNIVERSITY OF ALABAMA

## TABLE OF CONTENTS

CALENDAR, 1932-1933-----	Page 5-6
OFFICERS OF ADMINISTRATION AND INSTRUCTION-----	7-11
GENERAL INFORMATION-----	12-19
REQUIREMENTS FOR ADMISSION-----	20-23
CLASSIFICATION OF STUDENTS-----	24-25
GENERAL REQUIREMENTS FOR GRADUATION AND CERTI- FICATION-----	26-31
SCHOLARSHIP STANDARDS-----	32-35
ART DEPARTMENT—	
Requirements-----	36-37
Curricula (Majors and Minors)-----	38-40
Description of Courses-----	41-44
EDUCATION DEPARTMENT—	
Requirements-----	45-48
Curricula-----	48-52
Description of Courses-----	53-59
ENGLISH DEPARTMENT—	
Requirements-----	60-63
Curricula (Majors and Minors)-----	63-65
Description of Courses-----	66-69
FOREIGN LANGUAGE DEPARTMENT—	
Description of Courses-----	70-71
Minors-----	71
HOME ECONOMICS DEPARTMENT—	
Requirements-----	72-73
Curricula (Majors and Minors)-----	74-81
Description of Courses-----	82-85
INDUSTRIAL EDUCATION DEPARTMENT—	
Requirements-----	86-88
Curricula (Majors and Minors)-----	89-93
Description of Courses-----	94-101
MATHEMATICS—	
Description of Courses-----	102-103
MUSIC—	
Description of Courses-----	104
Minors-----	105
PHYSICAL EDUCATION DEPARTMENT—	
Requirements-----	107-111
Curricula (Majors and Minors)-----	112-117
Description of Courses-----	118-124
PSYCHOLOGY AND PHILOSOPHY—	
Description of Courses-----	125
SCIENCE DEPARTMENT—	
Description of Courses-----	126-129
Minors-----	129-130
SOCIAL SCIENCE DEPARTMENT—	
Requirements (Majors and Minors)-----	131-133
Description of Courses-----	133-136
INDEX-----	137-139





## CALENDAR FOR 1932-33

---

### SUMMER SESSION

June 27, Monday-----Session Opens  
July 4, Monday, Independence Day-----Holiday  
August 5, Friday-----Session Closes

### FIRST SEMESTER

September 15, Thursday.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

September 16, Friday.

Appointments for entering freshmen:

9 a.m. Consultation with the Deans.

10 a.m. to 12 m. College aptitude test in the Auditorium.

1 to 4 p.m. Consultation with department heads in the Library.  
Registration and medical examination.

September 17, Saturday.

Appointments for entering freshmen:

9 a.m. Registration.

10 a.m. to 12 m. English A (English Composition) examination in the Auditorium.

1 to 4 p.m. Consultation with department heads, registration, and medical examinations.

Appointments for student teachers:

9 a.m. to 12 m. Conference of student teachers with supervisors.

September 19-20, Monday, Tuesday.

Registration of all returning students. A fee of \$2 is charged for registration after Tuesday, September 20. No student may register later than Saturday, October 1.

September 21, Wednesday.

Instruction begins in all departments.

---

November 11, Friday, Armistice Day	Holiday
November 24 to November 27	Thanksgiving Vacation
December 17 to January 2, 1933	Christmas Vacation
February 3, Friday	First Semester Closes

## SECOND SEMESTER

February 4, Saturday.

Registration of all students, 9 a.m. to 12 m.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

10 a.m. to 12 m. English A (English Composition) examination in the Auditorium.

February 6, Monday.

Registration of all students. A fee of \$2 is charged for registration after Monday, February 6. No student may register later than Saturday noon, February 18.

February 7, Tuesday.

Instruction begins in all departments.

April 8 to 16	Easter Vacation
May 30, Tuesday, Memorial Day	Holiday
June 16, Friday	Second Semester Closes

## OFFICIAL DIRECTORY

---

SANTA BARBARA STATE TEACHERS COLLEGE

Administered Through

DIVISION OF NORMAL AND SPECIAL SCHOOLS

of the

STATE DEPARTMENT OF EDUCATION

VIERLING KERSEY, Superintendent of Public Instruction  
ex officio Director of Education

SAM H. COHN, Deputy Director of Education

### State Board of Education

C. L. McLANE, President

GORDON GRAY

MISS ALICE DAUGHERTY

MRS. AMY S. STEINHART

DR. L. P. CRUTCHER

E. P. CLARKE

R. E. GOLWAY

ALLEN T. ARCHER

WM. H. HANLON

DANIEL C. MURPHY

### Officers of Administration

CLARENCE L. PHELPS-----President

CHARLES L. JACOBS-----Dean of Upper Division

WILLIAM ASHWORTH-----Dean of Lower Division, Dean of Men

MILDRED C. PYLE-----Dean of Women

JANE MILLER ABRAHAM-----Appointment Secretary, Registrar

WILMA ELIZABETH LOWSLEY-----Financial Secretary

FRED ALLRED-----Controller—Student Body

KATHARINE FAIRCHILD BALL-----Librarian

IRENE W. CLOW-----Secretary to the President

## FACULTY 1931-32

---

- Clarence L. Phelps, B.A., M. A. (Stanford); additional graduate work at Stanford-----*President*  
 Edna Rich Morse-----*President Emeritus*  
 William Ashworth, B.A. (Dartmouth); M.A. (Stanford); additional graduate work at University of California and Stanford-----  
*Dean of Lower Division; Dean of Men; Head of English Department*  
 Katharine Fairchild Ball, B.A. (Pomona); certificate University of Pittsburgh; graduate Los Angeles Library School-----*Librarian*  
 Helen M. Barnett, University of Chicago; Santa Barbara State College, certificate; B. A. (University of California); M.A. (University of Southern California); special work in voice production with MacBurney Studios, Chicago; John Smallman, Los Angeles; William Shakespeare, London-----*Director of Music*  
 Elizabeth L. Bishop, B.S. (Teachers College, Columbia); M.A., Ed.D. (University of California)-----  
*Psychology; Director of Research in Education*  
 \* Alice V. Bradley, B.S. (Wisconsin); M.A. (Whittier)-----  
*Home Economics*  
 Margaret M. Burke, B.A. (Pomona); M.A. (University of Southern California)-----*English*  
 Austine I. Camp, Wellesley College----- (part time) *Weaving*  
 Lewis C. Carson, B.A., M.A. (University of Michigan and Harvard); Ph.D. (Harvard)----- (part time) *Geography and Philosophy*  
 Edith O. Churchill, B.A. (Santa Barbara)-----  
*Institutional Management; Cafeteria Manager*  
 Florence L. Clark, B.A. (Pomona); State Teachers College, Santa Barbara; M.A. (Columbia)-----*Home Economics*  
 Mary E. T. Croswell, Pratt Institute; portrait study with John M. Clawson; sculpture with Herbert Adam; design with Arthur W. Dow-----*Head of Art Department*  
 Harold McDonald Davis, B.S. (University of Illinois); M.A. (Stanford)-----*Head of Physical Education Department*  
 Marie June Davis, B.A. (School of Speech, University of Southern California); graduate work at Stanford and University of California----- (part time) *Public Speaking*  
 † Norma Jessie Davis, B.S. (Wisconsin); M.A. (Teachers College, Columbia), additional graduate work University of California-----  
*Home Economics*  
 Ruth M. Doolittle, Chouinard School of Art, Design with Rudolph Schaffer; B.A. (Santa Barbara); graduate work at Stanford-----*Art*

\* Leave of absence second semester.

† Second semester only.

- Charlotte P. Ebbets, graduate Pratt Institute; special work Teachers College (Columbia); Harvard Extension-----  
 -----*Head of Home Economics Department*
- Roy P. Eichelberger, B.S. (University of Idaho); M.A. (Teachers College, Columbia)-----  
 -----(part time) *Supervision, Junior High School Education*
- William H. Ellison, B.A. (Randolph-Macon); M.A., Ph.D. (University of California)-----*Head of Social Science Department*
- Emanuel E. Ericson, B.S. (Stout Institute); M.A. (University of Southern California)-----*Head of Industrial Education Department*
- \* Isabel Morton Fish, Graduate School of Museum of Fine Arts, Boston; graduate Evening School of Drawing, Boston-----*Art*
- Winifred M. Frye, B.S. (Milwaukee-Downer); additional work University of Chicago; Columbia Commonwealth Art Colony-----  
 -----*Home Economics; in charge of Household Art*
- Lillian P. Gray, B.E. (University of California at Los Angeles)-----  
 -----*Supervisor, College Elementary School*
- Fred L. Griffin, graduate Mechanics Institute, Rochester; B.A. (Santa Barbara); additional work Syracuse University and Montana State College; practical experience Franklin Automobile Factories; engineering department, Duluth Shipyards---  
 -----*Woodwork; Sheet Metal*
- Marie T. Hennes, B.A. (Santa Barbara); Supervisor of Home Economics, Santa Barbara City Schools---(part time) *Supervision*
- Winifred Weage Hodgins, B.S. (Washington); M.A. (Columbia)---  
 -----*Physical Education*
- Gertrude Hovey, English School of Guiding, "Foxleafe," Hampshire-----  
 -----(part time) *Scouting*
- Charles L. Jacobs, B.A. (Columbia); M.A. (Stanford); Ph.D. (Columbia)-----  
 -----*Dean of Upper Division; Head of Education Department*
- Ferdinand T. Kebely, Graduate Royal Art Academy, Vienna; study at Organized Government Art Institute, Irkutsk, Siberia; Director Art and Lithograph Department, Athentum, Budapest-----  
 -----*Art*
- Roy Lawhorne, Commercial Artist-----  
 -----(part time) *Art*
- Clifford E. Leedy, B. Mus. (University of Southern California), graduate work University of Southern California-----  
 -----(part time) *Music*
- Edith M. Leonard, B.E. (Chicago Academy and National Kindergarten and Elementary College, Chicago); M.A. (Claremont Colleges)-----*Supervisor, College Elementary School*
- E. Keith Lockard, A.B. (California)-----  
 -----(part time) *Art*
- Florence W. Lyans, Pratt Institute; University of Chicago School of Fine and Applied Arts; B.A. (Santa Barbara)---(part time)  
 -----*College Elementary School and Industrial Education Department*
- Calvin McCray, B.A. (University of Southern California)-----  
 -----(part time) *Scouting*
- Raymond Goss McKelvey, A.B. (Cornell); M.A. (Claremont Colleges); graduate student London School of Political Science, Ecole des Etudes National, Geneva-----*Social Science*

\* Leave of absence.



- Edward L. Markthaler, M.D. (Columbia) -- (part time) *Health Education*  
 Nettie Augusta Maurer, B.S. (Teachers College, Columbia); M.A.  
 (University of California) -- *Supervisor, College Elementary School*  
 William Clarence Maxwell, B.A., M.A. (Stanford); Ph.D. (University of Washington) ----- *English*  
 H. Edward Nettles, B.S. in Ed., M.A. (University of Missouri);  
 Ph.D. (Cornell); additional work, Cambridge University ----- *History*  
 William W. Peters, B.A., M. A. (Knox); M.S. (Illinois); additional  
 graduate work in Electrical Engineering at Illinois and in  
 Physics at University of California ----- *Physics, Mathematics*  
 \* Agnes G. Plate, B.A., M.A. (Stanford) ----- *Physiology*  
 \* Elsie A. Pond, B.A., M.A. (Stanford); additional graduate work  
 University of Colorado ----- *Directed Teaching*  
 Laura Specht Price, B.A. (University of Minnesota); M.A. (Stan-  
 ford) ----- *Education; Director of Elementary Teacher Training*  
 Mildred C. Pyle, B.A. (Western College, Oxford, Ohio); M.A. (Uni-  
 versity of California); additional graduate work at Columbia  
 University ----- *Dean of Women; Social Science*  
 Eda Ramelli, B.A. (California); M.A. (Stanford); two years'  
 travel abroad and study at Centra de Estudios Historicos e  
 Investigaciones Cientificas and University of Madrid -----  
 ----- *Foreign Language*  
 Charles Robson, B.A. (University of Rochester); graduate study at  
 Universities of Geneva and Berlin ----- (part time) *French*  
 William L. Rust, trained in engineering, Birmingham, England, and  
 Dunkerque, France; practical experience as Chief Engineer;  
 proprietor machine shop and commercial garage; master  
 mechanic and engineer, Loughhead Aircraft Company, Santa  
 Barbara ----- *Automotive Theory and Repair; Machine Shop; Electricity*  
 Hazel W. Severy, B.A., M.A. (Stanford); D. Sc.O. (research work  
 College of Osteopathic Physicians and Surgeons) -----  
 ----- *Head of Science Department*  
 Roy L. Soules, B.A. (Santa Barbara) -----  
 -- (part time) *Directed Teaching, Industrial Education Department*  
 Nevada M. Spilles, B.A. (San Jose State College); M.A. (University  
 of California); additional graduate work, University of Cali-  
 fornia ----- *Physiology*  
 Leon Trimble, B.A. (Illinois) ----- *Physical Education*  
 Gladys Van Fossen, B.A. (University of Minnesota); M.A. (Colum-  
 bia) ----- *Physical Education*  
 Earl Fiske Walker, B.A. (Nebraska Wesleyan University); Ph.G.  
 (Nebraska University); M.A. (Nebraska University); addi-  
 tional graduate work at Chicago University and Stanford ----- *Science*  
 Harrington Wells, B.A., M.A. (Stanford) ----- *Science*  
 Schurer O. Werner, B. A. (Santa Barbara); practical experience in  
 Architectural Drawing and Building Construction -----  
 ----- *Architectural Drawing; Electrical Construction*

\* Leave of absence.

**ASSISTANTS**

Alice Gross	<i>Accompanist, Physical Education</i>
Wilhelmina Menken	<i>Assistant in Registrar's Office</i>
Dorothy Dowling	<i>Assistant in Dean's Office</i>
Lorraine Woolman	<i>Office Assistant</i>
Phebe Steer	<i>Assistant in Financial Secretary's Office</i>
Mamie S. Miller	<i>Assistant in Main Office</i>
Luella S. Wharton	<i>Assistant in Library</i>
Della Haverland	<i>Assistant in Library</i>
Elizabeth Sweet, R.N.	<i>Assistant in Health Office</i>
Rolla Elliott	<i>Assistant in Industrial Education</i>
Edwin T. Maier	<i>Assistant in Industrial Education</i>
Ralph Porter	<i>Assistant in Industrial Education</i>
Era Franklin	<i>Assistant in Art</i>
Valentine Toland	<i>Assistant in Art</i>
Ora Willits	<i>Store Manager</i>

## GENERAL INFORMATION

---

### LOCATION

Santa Barbara is a most delightful city of more than 40,000 population. It has one of the most attractive natural settings in the country, and the combination of its scenic beauty and its delightful climate attracts visitors and homeseekers from all parts of the world. It is essentially a city of homes and has a superior type of citizenship, all of which taken together makes it an admirable place in every way for the location of an institution for the training of teachers.

The present college is built on a tract of land containing sixteen acres, located on Mission Ridge within the city limits. It overlooks the entire city and commands a view of the Santa Barbara Channel and the islands beyond it. Goleta Valley, with the Pacific Ocean in the distance, spreads out in another direction, while high mountains rising up impressively almost from the campus itself complete the grandeur of the picture which annually delights the thousands of people who come to view it.

There is no more equable climate in all California than in Santa Barbara. Intense cold is unknown, excessive heat is rare, and the variation of temperature the year around is moderate in a degree no less wonderful. This fortunate condition is mainly the result of natural environment. Invariably an ocean breeze tempers the summer heat, and the mountains almost encircling the city break the force of the trade winds, while the islands in the channel protect the mainland from the rough winds of the outer ocean.

Official records show that the difference between the mean temperature of summer and winter is only twelve degrees at any one given hour of the day and night. The hottest hours of summer rarely exceed ninety degrees, and the coldest nights seldom register a temperature below thirty-two degrees. There are on an average two hundred and forty clear days during the year and of the remaining, sixty are wholly cloudy, and sixty-five partially so.

### HISTORICAL

This institution was founded by legislative enactment in 1909, under the name of the Santa Barbara State Normal School of Manual Arts and Home Economics. Its first sessions were held in the Blake Memorial Building of the public schools of the city. Later, the present commanding site was secured. The first buildings were completed and occupied in 1913.

Within the next six years three other buildings had been completed, and the Departments of Art, Physical Education, and Music had been added. In 1919 the Legislature added the General Professional Department and changed the name of the institution to The Santa Barbara State Normal School. Again, in 1921, by legislative enactment, the institution changed its name to The State Teachers College of Santa

Barbara and secured the right to develop courses leading to the B.A. degree upon approval by the State Board of Education.

At the present time, all major departments in the college grant the B.A. degree upon authorization by the State Board of Education.

## RECENT DEVELOPMENTS IN BUILDINGS AND CAMPUS

*The original "Quad" building*, familiar to alumni, is still in use. It has been remodeled and reequipped, and is in use now wholly for classroom and laboratory work. In it are located the laboratories equipped for work in chemistry—inorganic, organic, food, textile and physiological chemistry; for the biological sciences and for physics.

*The Art Department* is located in this building, and has its own lecture room and suites of laboratories for various phases of its work. There is a craft laboratory fully equipped with tools for teaching toy making, bookbinding, leather tooling, jewelry and pottery. Adjacent to this room is the kiln room with its kiln for firing pottery, and its moulds and wheels. The weaving laboratories on the mezzanine floor are equipped with many two-, four-, and six-harness looms of Swedish pattern, besides Barbour and table looms, providing altogether a full outfit for weaving cotton, linen, silk and wool textiles.

*Ebbets Hall*, the new Home Economics building, made possible by an appropriation made by the Legislature of 1927, has been completed, and houses modern equipment for carrying on Home Economics training by approved methods, under ideal conditions. It contains four laboratories for cooking and demonstration and dietetics work, each equipped with electric ranges and other modern labor-saving devices. A large laundry room is provided with stationary tubs, several varieties of patent washers, patent ironers, electrically heated drying closet, and other modern laundry appliances. One room is specially fitted for the courses in home nursing and table service.

The clothing and textile laboratories in this building are beautiful and spacious, well lighted and thoroughly furnished with new equipment. The colonial textile room has a large fire place with early American appointments. The room itself is patterned after Capen House (1693). Its beamed ceiling and furnishings of spinning wheels and chairs of early period give an atmosphere conducive to the study of textiles and early American modes of living.

In this building also, are the large rooms used for social and dining purposes, including three dining rooms and two roof gardens. Meals are served three times a day on an approximate cost basis. A coffee shop with a lunch counter is open throughout the entire school day.

This building also contains the practice cottage, *Emoha*, where the senior Home Economics students have an opportunity to keep house. The cottage contains a living room, dining room and kitchen, three attractive bedrooms, and two baths, and is attractively furnished.

Four temporary buildings house the shops and laboratories of the *Industrial Education Department*. These include a machine shop equipped with lathes, milling machines, drills, grinders, planers, hack saws, and all other necessary small tools; a forge shop and foundry equipped with various types of forges, a tempering furnace, power hammer, oxyacetylene welding equipment, and other appropriate tools; sheet metal shops equipped for sheet metal work and for a course in art metal and jewelry; also two automobile shops completely equipped with demonstration machines

and engines, and full equipment for the study and repair of gasoline cars and trucks, and for the study of auto electrics. A woodworking shop is equipped with complete facilities for all types of woodwork and wood finishing; an electric shop is provided for practical work in electrical construction. There is also a general shop used in directed teaching of school children, drafting rooms for the work in mechanical drawing, architectural drawing, and work of allied types.

College print shops are equipped with power presses, paper cutting and binding equipment, and a full complement of type of several styles. A recent important development has been the purchase by the Student Body of a commercial linotype machine and commercial press, thus affording unusual facilities for practice in printing. The college weekly paper, the *Roadrunner*, and the Alumni journal, *Hoy Dia*, are issued from this shop.

A well equipped *gymnasium building* serves the physical education interests of the college.

The new administration building, which has been occupied since January, 1928, in addition to furnishing commodious and convenient administrative offices, includes an auditorium and the new library.

The library is a collection of more than 23,000 carefully selected books and pamphlets. It consists of well-balanced professional, technical, literary, and reference material, which meets the fundamental requirements in all departments. The "Lincoln Library," which is being provided by a friend of the college, and which occupies a room set apart for it in the new library, now has some three thousand volumes of carefully chosen books. Other additions to the library, both by gift and purchase, are being made as rapidly as possible.

Carefully selected current periodicals furnish material for the various departments and stimulating reading for the cultural progress of both student and faculty.

## COLLEGE ELEMENTARY SCHOOL

The city schools afford the laboratory for directed teaching. In the kindergarten and elementary field, the Jefferson School, a beautiful new building on the Riviera, is used, while two junior high schools and the high school are used to some extent for junior high school and special secondary teacher training. There are also arrangements for the use of certain private institutions for this purpose.

The school aims to be practical and progressive in its attempt to arouse, guide and interpret purposeful, self-directed activity on the part of the children.

## THE NEW SITE

A beautiful new site has been secured this year on the mesa just above the breakwater. It consists of forty-six acres of level land on the bluff, with some twenty acres of broad beach below. A master plan for the complete development of the institution on this wonderful site is now nearing completion.

## THE STUDENTS' COOPERATIVE STORE

There is maintained on the campus a store to supply student needs in books, stationery, supplies of all kinds needed in college work. The store operates under the direction of a Store Committee consisting of



three members of the faculty, who plan policies with the manager, and help to make it possible for students to purchase their supplies at minimum cost.

### HEALTH SERVICE AND STUDENT HOSPITALIZATION INSURANCE

The college maintains a Health Office on the campus, under the direction of a faculty health committee. A physician from the city is on the campus for an hour each week day for consultation, and a graduate nurse is employed in the office half of each day. This office handles routine physical examination of all enrolled students at the beginning of each college year and at graduation, provides daily advisory service to students, passes upon cases requiring limited or increased physical activity, attends to first aid in emergencies, issues health certificates for teaching credentials, provides for the services of the State Tuberculosis Motor Clinic, and serves in many ways as agent in the education of students in matters of health.

During the past college year, the office was moved from one room in the main administration building into a Health Cottage, which provides a private consultation room, waiting room, and rest rooms for men and women.

A part of the student body fee is set aside to form a fund for hospital care in case of sickness, accident or operation. This fund protects the students who are members of the Associated Students' Organization against hospital expense within certain specified limits, and pays for a limited number of physician's visits in case of illness or accident. The fund is administered through the health office and health committee, under a contract agreement with the Student Body.

### LIVING ACCOMMODATIONS

Living arrangements for students whose homes are not in Santa Barbara are made through the offices of the deans. Board and lodging for students can be secured in private residences. The cost of board and lodging: (1) in boarding houses near the college is \$40 a month; (2) for students living in housekeeping rooms and "boarding themselves" the expenses may be reduced to as low as \$25 a month.

Lists of approved houses and other information concerning living accommodations may be obtained at the office of the Dean of Men or Women.

Women students desiring to arrange housekeeping in groups consult with the office of the Dean of Women and secure a responsible person to act as supervisor of the group. Women students secure the approval of the Dean of Women before engaging living quarters. Pending permanent location of women students the Santa Barbara Recreation Center will furnish inexpensive accommodations.

### EMPLOYMENT

*Opportunity for Self-support*—Students desiring employment should send in their application to the Dean of Men or Dean of Women. Personal application *should not be made* until the period of registration as employment lists are not made up before that time. Positions can not be



secured by correspondence. Students must be on the ground to negotiate for themselves.

It is often difficult for students to secure remunerative employment from the start. In general, no one should come to Santa Barbara expecting to become self-supporting, throughout the college course, without having on hand at the beginning sufficient funds to cover the expenses of the first semester.

Only a few students find it possible to be entirely self-supporting. With reasonable diligence a student can devote from twelve to twenty-five hours per week to outside work without seriously interfering with college work.

Board and lodging can usually be obtained in private homes in exchange for services rendered. Opportunities also exist for obtaining employment on an hourly basis in the following fields: (1) for women—typewriting and stenography, clerical work, telephone service, housework, care of children, etc.; (2) for men—garage work, driving, service station, gardening, and the like. The rates for employment of this kind vary from twenty-five to fifty cents an hour. A student qualified to do tutoring and other technical work can occasionally find employment on a more remunerative basis than in the fields mentioned above.

### LOAN FUNDS

*The Ednah Rich Morse Loan Fund*—established in 1916 by Ednah Rich Morse to aid deserving students. This fund is to be used for small emergency loans. These loans do not exceed thirty dollars and may run only for a few months. No interest is charged. Applications should be made to the Dean of Women.

*The Santa Barbara Student Loan Fund*—established in 1920 by Mr. William Wyles to make it possible for students to finance their college course. A low rate of interest is charged and the student is expected to repay after he has completed his training and is gainfully employed. Application for loans from this fund should be made to the president of the college, through the office of the Dean of Men or Dean of Women.

### STUDENT ACTIVITIES

The student body has charge of general matters that pertain to student activities. These activities have two phases, one of which relates to the welfare and happiness of the students themselves, and the other to co-operation with the faculty in the maintenance of the standards and reputation of the school.

There are attractive opportunities for social and recreational activities. The most important student body organizations on the campus are the student body as a whole, the Associated Women Students, and the Men's Club.

Student organizations have specific aims which will be suggested by the following list: Associated Women Students; Men's Club; Art Club; Home Economics Club; Industrial Education Club; Outing Club (hiking); Debating Society; Athletic Association; College Players; Golf Club; Alumni Association; Orchestra; Glee Club; Band; Kappa Delta Pi, National Educational Fraternity; Delta Phi Delta, National Art Fraternity; Kappa Omricon Phi, National Home Economics Fraternity;

Alpha Phi Gamma, National Journalistic Fraternity; Pan-Hellenic Association, etc.

The major student offices are defined to include the following:

Editorship of *La Cumbre* or *Roadrunner*.

President of the Student Body.

Social Chairman of the Student Body.

President of Men's or Women's Athletic Association.

President of A. W. S.

President of Men's Club.

Chairman of Student Activities Committee.

To be eligible to hold certain Student Body offices or to represent the college in any public performance, a student must be carrying a program of 12 units and have carried during the preceding semester at least 12 units of work and have made a number of honor points equal to the number of units carried (C average).

*Social and Recreational Activities.* All social affairs are administered by a student committee in cooperation with a faculty committee of which the Dean of Women is chairman. Similar committees are in charge of debating, dramatics, public entertainments, etc. Matters pertaining to finance and management are supervised by the president's office either directly or through an appointed representative from the faculty.

Among the most enjoyed social activities are trips to the Channel Islands and the various beaches, dancing, stunt parties, automobile sight-seeing trips, bathing and hiking. During the year, plays are given at intervals. The Community Arts Association provides numerous entertainments in drama and music, with productions and concerts regularly each month.

The scenic beauties of Santa Barbara are unique. The mild climate with its continuous good weather attracts distinguished people who have made this their home and through cooperation have developed a community spirit which is already internationally known.

There is a flourishing artists' colony and a writers' club, both of which are active in sponsoring the native folklore together with all else which is best in literature and art.

Thus the location of the college is in every way ideal, and, united with high college standards, offers inducements rarely found in such happy combination.

With the assistance of the organizations, the sympathetic cooperation of the faculty, and the wide opportunities afforded by such a city as Santa Barbara, it is hoped that the student may find all that contributes to a normal, healthy, and joyous life, at the same time that he successfully pursues his studies in his chosen field.

*Athletics.* Athletics of all kinds for both men and women are encouraged to the extent commensurate with all-round physical development and good academic work. Trained coaches are in charge of all athletic activities.

The men's division of the Physical Education Department sponsors Intercollegiate and Intramural competition in all sports.

Participation in intercollegiate athletic performances is controlled by the rules governing the Southern California Intercollegiate Athletic Conference, which require at the time of a contest a passing grade in 12

## ADMISSIONS

---

### Purpose.

"The State teachers colleges are the established institutions under the direction of the Department of Education to carry on, in part or in whole, as they may from time to time be authorized to do, any or all lines of work necessary for the training of the public school teachers of the State of California. They are also authorized to grant baccalaureate degrees." (Bulletin H-1, California State Department of Education p. 3.)

### REQUIREMENTS FOR ADMISSION

#### I. General Qualifications.

Every person admitted as a student to the State Teachers Colleges must be of good moral character, of good health, without physical or other defects which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction. A student in doubt concerning his health qualifications should consult the Health Committee.

#### II. Alternate Qualifications.

A. *Graduates of accredited public secondary schools of California* graduates of other secondary schools of California and graduates of schools of secondary grade of other states recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:

1. *Clear Admission:* High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven, and twelve.)

2. *Provisional Admission:* High school graduates who present six or more recommended units, and who, through their principal's estimations and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who also have abilities, interests, and talents desirable in teaching, and who pass suitable college aptitude tests may be admitted as provisional students. For method of securing regular status see "Classification of Students after Entrance," page 24, No. I.

B. *Teachers holding valid credentials to teach* in any county of the State may be admitted for further study. Such students may become candidates for a degree, only when entrance deficiencies have been duly satisfied, as determined by the faculty of the college.

C. *Persons over twenty-one years of age* may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education, and general intelligence (including satisfactory scores on college aptitude tests). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the college.

## II. Applications for Entrance.

### A. From High School.

Applications for entrance, accompanied by all necessary information, complete scholastic record, letters verifying teaching experience, if any, personal recommendations, etc., should be in the hands of the Credentials Committee by July 15th for the fall semester and by November 15th for the spring semester. Evaluations of records given by the Credentials Committee are void if not used within a period of two years.

*Records of high school work* should be presented on blanks which may be secured from the registrar's office at the college. Fully qualified students should fill out the "Clear Admission" blank. Students who do not meet the full requirements should use the "Provisional Admission" blank.

### B. Advanced Standing.

Credit may be allowed for work taken in other institutions of collegiate grade. Applicants for admission who present more than the minimum requirements for graduation from California high schools, may be admitted to advanced work. This does not reduce the total number of units required for graduation (124).

1. *Transfers from Junior Colleges.* Credits earned by applicant for admission who transfer from junior colleges will be accepted at the teachers colleges for degrees and credentials upon the following basis:

- a. Not more than sixty-four credits of lower division standing may be offered.
- b. No credits for professional courses in education may be offered.

Students transferring from other institutions should present full official transcripts of all work which they wish to present for evaluation. Such transcripts must be either the originals or copies attested by a notary, or photostatic copies of the originals and must contain the following information:

- a. Names of subjects.
- b. Units completed and grade obtained.
- c. Hours per week and number of weeks.
- d. Length of "hour" in minutes.
- e. Key to grading system used when grade was assigned.

2. a. *Admission by Examination* is sometimes permitted in exceptional cases. Such cases must have the approval of the head of the department, the instructor concerned, and the Credentials Committee.

b. Persons having had previous experience in teaching are assigned to a two unit course in supervised teaching. The satisfactory completion of this work automatically validates previous experience and entitles the



student to full credit for supervised teaching (not to exceed 8 units). This in no way reduces the total number of units (124) to be earned for graduation.

**3. Residence Requirement.** Of the 124 or more units required for bachelor's degree, at least 30 must have been completed in this college in residence.

*Extension work* may be allowed under approved conditions, not to exceed 30 units in amount. However, teachers in service are not permitted by State Board regulation to take more than 10 units of work during the school year.

### C. Examinations at Entrance.

All entering students carrying six or more units of work, except those who present official evidence of having met this requirement previously in an accredited institution, must take the *English A examination*,\* the *College Aptitude test*, and a *physical examination* at the time of entrance. These examinations are given on the first days of registration, and form an essential part of enrolling in the institution. Registration is not complete until these obligations have been met. A small fee is charged for the aptitude test and for the English A examination. The physical examination is a part of the health service offered by the college Health Office.

Students who have records for the completion of the English A requirement, and of a psychological examination of college grade, should request that these records be included on the transcript of record which they present for evaluation.

### D. Registration.

#### 1. Fall semester.

- a. *For entering students.*—Registration takes place on Thursday, Friday and Saturday of Freshman Week, September 15, 16, 17. New students are expected to be on the campus during these days for consultation with the Deans, with the department heads, and to take the College Aptitude test and the English A test, and complete their registration. (See c below.)
- b. *Returning students.*—Should register on Monday and Tuesday, September 19 and 20.
- c. *Late registration.*—A fine of \$2 will be charged for registration after Tuesday, September 20.

Registration is not complete until all fees, including student body and laboratory fees are paid. Failure to take the College Aptitude test and English A at the scheduled time, or to present in lieu of it a record from another institution of collegiate grade, will be counted as late registration.

- d. *Program cards.*—Students are given until Tuesday, September 20, at 4.30 p.m. to make necessary changes and adjustments in their programs. Cards must be in the hands of the Registrar at that time, and no changes may be made thereafter, except by petition to the Credentials Committee.

---

\* For details of English A requirement, see English Department, page 62.

## 2. Spring semester.

- a. *For all students.*—Registration takes place on Saturday, February 4, and Monday, February 6.
- b. *Late registration.*—A fee of \$2 will be charged for registration after Monday, February 6.

## FEES AND FINES

NOTE.—In payment of bills by check, checks of the exact amount of the bill only will be accepted.

## For entering students only—

College aptitude test (at time of registration)-----	\$ 50
English A examination (at time of registration)-----	1 00
* English X -----	10 00

## For all students—

Registration fee per semester (State Treasurer)-----	6 50
Per unit in each course carrying laboratory work-----	1 00
Student Body -----	12 50
Library maintenance -----	2 00
Incidental -----	1 00

## Summer Session—For all students—

Registration (State Treasurer)-----	20 00
Per unit in each course carrying laboratory work-----	1 00
Library maintenance -----	1 00
Student Body -----	1 00

## Fines for—

Late registration -----	2 00
Failure to meet officially required appointments, such as medical examination, English A examination, College Aptitude test, each-----	1 00
Overdue library books: On reserve, 25 cents per hour, or per day -----	1 50
Other books, per day-----	25
Failure to return physical education equipment—See under Physical Education Department.	
Failure to turn in by the required date the double sem- ester program card or the group of three daily program cards, each set-----	1 00

The Student Body fee each semester, as provided by the Student Body Constitution, entitles each student to entrance to all regular athletic contests and other Student Body activities, together with a subscription to the college weekly, "*The Roadrunner*." Those who have paid the Student Body fee for two semesters are entitled to a copy of the annual; those who have paid the Student Body fee for only one semester are required to pay an additional fee of \$2.00 for the annual. The Student Body fee also covers hospitalization insurance.

\* Required of students failing English entrance examination who must therefore take the English X course.



## CLASSIFICATION OF STUDENTS AFTER ENTRANCE

---

Students are classified in three ways:

### I. According to Their Fulfillment of Entrance Requirements as Regular, Provisional, and Special.

At the time of entrance they are classified on the basis of their entrance status with regard to whether they have "clear admission" or "provisional admission." All students under this classification are either *regular* or *provisional*.

A. *Regular students* are defined as high school graduates, or those equally qualified, who can fulfill the entrance requirements for "clear admission." They are eligible to candidacy for any degree or certificate by the college.

B. *Provisional students* are defined as high school graduates, or those equally qualified who do not fulfill regular college entrance requirements. *They are not eligible to candidacy for degrees or regular certificates.*

Provisional students may attain regular status by earning as many grade points as units while carrying a program of 12 units or better during either semester of their first year in college. *Application for change from provisional to regular status must be made to the Credentials Committee by petition.*

C. *Special students* are defined as those who can not qualify as regular or provisional.

### II. According to Their Status in the Institution as Upper and Lower Division; Classified and Unclassified.

A. All students entering without advanced standing are, for the first two years, in the Lower Division. Students who, at the time of entry have determined upon their Upper Division major, may affiliate at entrance directly with that department and have their study cards signed by the head of the department in which they choose to register. The degree granting departments are the Home Economics, Industrial Education, Art, Kindergarten-Primary Education, Elementary Education, Junior High School Education, Social Science (History), English, and Physical Education. It is advantageous but not necessary to choose one of these departments at the time of entry.

B. The Upper Division of the college is intended to extend the cultural development of students and to fulfill the requirements of professional preparation for teaching according to the standards established by the State Board of Education.

#### 1. Lower Division Classified Students.

Students who indicate on entrance a preference for a major field of study, are registered as *Lower Division Classified*, and have for their counselor the head of their chosen department.

*Lower Division Classified* students may choose a major leading to the A.B. degree from any of the following fields:

- a. *With a Credential authorizing the holder to teach.*
  1. The kindergarten-primary curriculum—authorized 1923.
  2. Elementary curriculum—authorized 1923.
  3. Junior High curriculum—authorized 1929.
  4. Home Economics—authorized 1923.
  5. Industrial Education—authorized 1923.
  6. Art Education—authorized 1926.
  7. Physical Education—authorized 1929.
- b. *Without a Credential—Pre-Secondary.*
  1. English—authorized 1929.
  2. History—authorized 1929.
  3. Home Economics—authorized 1929.

Students registered as *Lower Division Classified* may change their choice of major without petition merely by so indicating on their registration cards at the beginning of any semester, subject only to evaluation of their previous records in terms of the new department chosen.

## 2. *Lower Division Unclassified Students.*

Students who decline to choose a major are registered as *Lower Division Unclassified*, and have as their counselor the Dean of the Lower Division.

Students so registered will have great freedom in arranging their courses of study. Their selections may be exploratory or they may be directed toward some definite Upper Division work, the latter, of course, being preferable. As a rule, however, any selection showing a reasonable balance will be approved by the counselor, whose advice should be freely sought. Unclassified students may choose a major at the beginning of any semester, subject only to evaluation of their previous records in terms of the department chosen.

These students may make their selections from the courses offered without regard to limitations prescribed by the State Board of Education.

## III. According to Their Program of Study as Full-time and Part-time.

A. *Full-time students* are those who carry a program of 12 or more units. They may be either *regular*, *provisional*, or *special*.

B. *Part-time students* are those carrying less than 12 units of work. They may be likewise *regular*, *provisional*, or *special*.

## GENERAL REQUIREMENTS FOR GRADUATION AND CERTIFICATION

The requirements for the Lower Division or for graduation in the several departments of the college differ in many details. For the convenience of all concerned, therefore, a complete statement of all requirements for completing the work will be found in the outlines for each department.

All students who are candidates for degrees and for certification to teach must meet certain requirements set up by the State Board of Education, by the college, and by the several departments within the college. Requirements which are common to all students are as follows:

### 1. Degree Requirements.

#### A. State Board of Education.\*

1. *Units required for graduation* are 124, of which 64 are normally completed in the Lower Division and 60 in the Upper Division.
2. *Required courses in Lower Division* include 35 units of work distributed as follows:

	Units
a. Social Sciences -----	12
Selected from the fields of History, Economics, Political Science, Sociology and Geography.	
b. Natural Sciences -----	12
Selected from the fields of Physics, Chemistry, Zoology, Biology, Botany, Physiology.	
c. Psychology -----	3
d. English -----	6
e. Physical Education -----	2

3. Required courses in Upper Division include professional courses in education and electives—60 semester hours (not more than 40 semester hours may be taken in the field of education).

#### B. Institutional Degree Requirements

1. *English A.* An examination in English Composition must be taken by all entrants at their first registration. Admission to courses in the English Department is postponed until students are able to pass this examination. For details, see English Department, page 62.
2. *Foreign Language and Mathematics.* It is strongly recommended that students planning to enter this institution should have

\* State Board of Education Bulletin, H-1, 1930.

taken in high school two years of mathematics (other than arithmetic) and two years of a foreign language. For admission to most of the departments of the college, students who enter without meeting the above requirements must take six units of mathematics and ten units of foreign language to qualify for graduation. In certain departments substitution will be made after consultation with the head of the department for those unable to meet the mathematics and foreign language requirement.

3. *Physical Education.* Four units of physical education distributed over the four years of the college course, one-half unit each semester, are required of all students. This includes the two units prescribed by the State Board of Education.
4. *Lower Division* work comprises the 35 units of background and cultural preparation for Upper Division work, together with beginnings in majors and minors, and electives making a grand total of 64 units. These beginnings may be made by selecting from the prescriptions of the State Board or from offerings from the following list:
  1. Art.
  2. Biological Science.
  3. Education.
  4. English.
  5. Foreign Languages.
  6. Home Economics.
  7. Industrial Arts Education.
  8. Mathematics.
  9. Music.
  10. Physical Education.
  11. Psychology.
  12. Philosophy.
  13. Social Sciences.
5. *Upper Division* work comprises 60 units of required professional courses in Education and electives. Not more than 40 units may be taken in the field of Education, and not less than 40 units of the total requirements for the Upper Division must be selected from Upper Division courses. Upper Division courses are numbered from 100 to 199. Lower Division courses are numbered below 100.
6. *Majors and Minors.* The work of the college is, in general, arranged so that the student selects a major field of study, and one or more minor fields, varying with the type of credential he desires to obtain. There is considerable variation in the minor requirements for different credentials, and the candidate should study each department section carefully in this matter, and consult the department head before planning his program.

A *major* in this institution is defined as follows:

- (a) Lower Division work of not less than 12 units in a given subject or field; and
- (b) Upper Division work of from 18 to 24 units additional in the same subject or field.
- (c) Majors will aggregate from 30 to 50 units. No major may include more than 50 units.

A *minor* in this institution is defined as follows:

- (a) Lower Division work of from 6 to 12 units in a given subject or field; and
- (b) Upper Division work of from 6 to 10 units additional in the same subject or field.

*Choice of minors.* The student should be guided in the choice of his minor field by the advice of the head of his major department. In general, minors are designed to give breadth and background in the training of the teacher, although they may also serve the purpose of providing him with a second subject which he can teach if necessary. Some combinations of subjects are better teaching combinations than others. Some combinations are better than others in transfer credit and as preparation for graduate study. The future plans of the individual student will determine which of these aspects should have greater weight in choice of the minor. Normally, a student majoring in a special department should choose an academic minor. This will give better cultural background, and furnish a better balanced course for transfer to graduate standing. Students in special departments who choose a minor in another special field should realize that such a combination may give an unduly heavy program of nonacademic subjects.

*Changing a major field.* A student in the Upper Division who desires to change his major will consult the Dean of the Upper Division, indicating the change he wishes to make. The Dean of the Upper Division will then confer with the head of the department in which the student is registered, and, upon their agreement as to the desirability of the transfer, may approve the change. The Credentials Committee, upon receipt of the proper blank, signed by the head of the department in which the student is registered and the Dean of the Upper Division, will evaluate the student's previous records and assign standing in the department to which he has transferred.

7. *Departmental Requirements in the Lower Division.* The State Board of Education requirements for degree courses are minimum requirements which must be met by every department of the college. Additional requirements may be set up by the different departments as may be deemed necessary for adequate preprofessional training for the respective fields of teaching. The complete Lower Division requirements for each degree-granting department will be found under the particular department in "Outlines of Courses," with complete Upper Division requirements, both State and departmental.

## **2. State Requirements for Teaching Credentials.**

All of the curricula in this college except those designated as Pre-Secondary Curricula, lead to credentials to teach in the public schools of California. The State Board of Education has set up requirements for each of these credentials, and the curricula in the various departments



have been planned to include provisions covering all requirements. There are certain general requirements to be met by every candidate for a teaching credential, and certain specific requirements for each type of credential.

*A. General requirements for all credentials obtained through this College.*

1. Completion of a four-year college course with a bachelor's degree, preceded by graduation from a four-year high school.
2. A recommendation from the school or department of education of the institution that the applicant shows promise of success as a teacher.
3. A certificate that the applicant is physically and mentally fit to teach.
4. Certain minimum academic and professional work including:

*a. State law requirement in American Constitution.*

All candidates for teaching credentials are required to pass a course in Principles and Provisions of the Constitution of not less than two semester hours, taken in a California teacher-training institution. In this institution, this requirement is satisfied by Political Science 1B.

*b. A minimum of 16 semester hours of work in the fields of Science, English, Social Science and Physical Education.*

*c. A minimum of 15 semester hours of professional work in Education including:*

1. An orienting course giving a broad view of scope and historical development of the problems of American education. Covered in this college by Education 57. Introduction to Education, which is prerequisite to all education courses in the Upper Division.
2. A course dealing with the aims, scope and desirable outcome of the elementary or secondary school.
3. A course in Educational Psychology.
4. Principles of teaching with directed teaching in appropriate fields, and suitable methods courses. Requirements vary in the different fields and for different credentials.

## CURRICULA LEADING TO TEACHING CREDENTIALS

*1. Elementary School Teachers' Curriculum, leading to an Elementary Credential.*

- a. Each candidate must complete a major in professional courses in Education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in Education.
- b. Each candidate must complete two minors in teaching subjects.



2. *Kindergarten-Primary Teachers' Curriculum*, leading to a Kindergarten-Primary Credential.
  - a. Each candidate must complete a major in professional courses in Education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in Education.
  - b. Each candidate must complete two minors in teaching subjects.
3. *Junior High School Teachers' Curriculum*, leading to a Junior High School Credential.
  - a. Each candidate must complete at least 18 units in professional courses in Education, including not less than 4 units in directed teaching.
  - b. Each candidate must complete a major and a minor in subjects taught in high school, or a major in Education and two minors in high school subjects.
4. *Combination Curricula leading to two credentials*—Students who desire to do so may take a combined curriculum which will lead toward obtaining two credentials at graduation.
  - a. *Kindergarten-Elementary Curriculum* will include the requirements for both kindergarten and elementary credentials.
  - b. *Elementary-Junior High Curriculum* will include the requirements for both the elementary and the junior high school credentials.
5. *Pre-Secondary School Teachers' Curriculum*.
  - a. Each candidate must complete at least 12 units in professional courses in Education.
  - b. Each candidate must complete a major and a minor in subjects or subject fields usually taught in high schools.
  - c. No credential is given until graduate requirements for secondary certification have been completed.

At present, the college offers Pre-Secondary curricula in the fields of History, English and Home Economics.

6. *Curricula Leading to Special Credentials in the Secondary School Subjects.*

The college has four departments offering curricula which lead to special credentials on the secondary level.

- a. Curriculum leading to *Special Credential in Art*.
- b. Curriculum leading to *Special Credential in Home Making*.
- c. Curriculum leading to *Special Credential in Industrial Education*.
- d. Curriculum leading to *Special Credential in Physical Education*.

In each case, the candidate must complete a major in his chosen field of fifty units; fifteen semester hours in Education, including not less than four units of Directed Teaching. For minor requirements, see the section dealing with the department concerned.

It is understood that proficiency in any part of the curricula herein provided for, when properly ascertained by the faculty of the college, shall be deemed sufficient satisfaction of the items of the curriculum covered; provided, that no student shall be graduated from any curriculum on less than 30 units of work done in residence.

A student teacher shall receive credit only for teaching done in a college training school, or as an assistant to a regularly certificated teacher who shall supervise the work, unless supervision is provided by the college.

## SCHOLARSHIP AFTER ENTRANCE

---

For definitions of students as regular, provisional, and special, full-time and part-time. Lower Division classified and unclassified, see page 24.

### The Unit.

A semester unit is defined as a course requiring one full period of class work per week with two hours outside preparation, or if a laboratory subject, three full periods a week, taken for not less than eighteen weeks. In any laboratory course, three laboratory hours have the value of one unit of prepared recitation.

### Class Status in Terms of Units.

A student must complete 29 units for Sophomore standing, 59 for Junior standing, and 89 for Senior standing.

One hundred twenty-four units are required for a degree or for a teaching certificate.

### PROGRAMS

1. *An average program* is 16 units per semester, but a maximum of 17 units may be carried without petition to credentials committee. Those students who are physically below normal are advised to take a maximum program of not more than 14 units.

2. A regular student may not take less than 12 units without petition.

3. A student with a single failure may not take more than 16 units the following semester.

4. A student placed on probation is not permitted to enroll for more than 14 units of work in addition to Physical Education activity.

5. *The method of petitioning for units in excess of the normal load (17 units)* is as follows:

a. The student secures a blank petition from the Registrar and fills it as indicated.

b. It is signed by the head of his department and by either the Dean of Men or the Dean of Women.

c. The student returns the petition to the Registrar, who later reports to the student the action of the Credentials Committee in the case.

Approval of excess units will be given only to students whose scholarship average of 2.5 for the past semester indicates ability to carry the work. Petitions of this type must be filed on or before Friday of the second week in the semester.

6. *A semester program card must be filed at the time of registration.* Any change after this may be made only by petition.

7. *For procedure in dropping a subject* see "Withdrawals and Dropped Subjects," page 34.

## SCHOLARSHIP STANDINGS

Scholarship After Entrance Is Rated on a Five-point Scale as Follows:

A—Superior, B—Good, C—Average, D—Poor, and F—Failure.

### Grade Points.

The quality of a student's work is further expressed in grade points. An A gives three grade points per unit; a B gives two grade points per unit; a C gives one grade point per unit; a D has no grade point value, and one grade point is deducted for every unit which has the grade F. No student will be graduated whose total grade points do not equal his total units. For work marked "Incomplete," or "Withdrawn," the student receives neither units nor grade points. Completed work will be duly credited.

### The Count.

When it is desirable to consider both quantity and quality of work done by the student, as in figuring for probation and dismissal, the count is used.

The count is defined to be the sum of the grade points and the units made by the student.

### General Provisions Concerning Scholarship.

1. *No person shall be graduated* who has not made an average grade of "C."

2. All transcripts of record issued to students who have not attained a graduating average, and those issued to provisional students who have not achieved regular status bear the stamp *Provisional, Probational* or *Disqualified Standing*.

3. *No person is admitted to work in supervised teaching* whose total average in the institution is below a "C" average (that is, whose total grade points are less than his total units). Any person already admitted to teaching whose total average shall fall below "C" is barred from teaching until the "C" average is reestablished.

4. *Warnings at midsemester.* Warning notices are sent at midsemester to students reported to be doing unsatisfactory work at that time. (D's or F's.)

A student who at the middle of any semester has unsatisfactory grades in more than 50 per cent of the units originally scheduled on his program card when filed, shall be interviewed by the Deans.

5. *Failure in any required course necessitates repetition of the course* the first time it is given.

A student who fails in the first semester of a course may not continue the course until the failure is removed except upon special permission of the instructor. If such a student is permitted to continue a course the second semester and is reported as unsatisfactory at midsemester, he is thereby automatically dropped from the course.

6. *Incompletes.* An incomplete grade is given for work left unfinished at the end of any semester provided that the work completed thus far has been of passing grade.

Students receiving incompletes may take a second semester in the course before making up the incompletes *if the instructor approves*.

Incompletes not made up within a year become failures. The Department head will check this.

Incompletes must be completely removed or definitely arranged for by the beginning of the last semester of the senior year.

### Probation and Disqualification.

1. If, at the end of any semester in college, a student fails to make twenty-two counts (the sum of units made and grade points), he is placed on *probation*. At the end of any semester, if the student fails to obtain 10 counts he is *disqualified*.

2. At the end of the second and any subsequent semester the student's entire record is compared with what would have been obtained had he done standard work. If seriously below standard, the result is probation; if very seriously below, disqualification. See official Bulletin Board for details.

3. Whenever a student is permitted to register for less than 12 units, proportional reduction in requirements is made.

4. A student who incurs probation at the end of the second and any subsequent semester will, so long as his probation continues, be disqualified at the end of any semester in which he fails to maintain a "C" average. So long as he maintains a "C" average on the work of each semester he will not be disqualified unless his work falls below the required general average.

*Reinstatement*, after disqualification, is possible only upon the completion of a year's scholastic work with a program acceptable to and filed with the Deans. Reinstatement is established upon the recommendation of the appropriate Dean to the Credentials Committee.

Upon reinstatement a student is considered as being deficient in general average the smallest number of grade points that will result in his probation. This provision does not affect the number of grade points he must make to graduate.

A student who incurs a second disqualification is not eligible for reinstatement.

### Withdrawals and Dropped Subjects.

1. A student withdrawing from a class or from college for any reason should notify the Deans and follow the usual withdrawal procedure.

2. Courses dropped during the first six weeks of a semester are marked "W" or "F" depending on whether the student was doing passing or failing work at the time of withdrawal.

3. Courses dropped during the last six weeks of the semester will be marked "Inc." if of passing grade at the time of withdrawal. Otherwise they will be marked "F."

4. Courses dropped at any other time of the semester will be marked "F."

5. A student desiring to drop a subject which has once been signed for by any instructor on his semester program card, or to take up a new subject after the semester program card has been filed, must apply to the Registrar for the requisite blank petition and follow the procedure thereon.



provided. Permission to change program will be granted only for extraordinary reasons, such as serious illness, etc.

6. A subject irregularly dropped automatically becomes a failure.

### **Absence and Honorable Dismissal.**

*Excuses for unavoidable absence* from class may be secured from the Dean of Men and the Dean of Women.

*Application for a brief leave of absence*, to expire on a definite date, should be made to the Deans.

No excuses for absence will relieve the student from the necessity of completing all the work of each course to the satisfaction of the instructor in charge.

*Honorable dismissal* will be granted to students in good standing who find it necessary to leave the institution before the close of any semester. It will be granted on petition to the Credentials Committee **by securing** the appropriate petition slip from the Registrar.

*Indefinite leave of absence* may be secured from the appropriate Dean, and notice filed with the Registrar.

Students disqualified by reason of scholarship deficiencies, students on probation, and students under suspension are not regarded as students in good standing.

Students who discontinue their work without formal leave of absence do so at the risk of having their registration privileges curtailed or entirely withdrawn.

### **Examinations.**

1. Examination requirements for any semester course shall consist of a minimum of four examinations, to be given within one of the regular class hours, and distributed throughout the semester at the discretion of the instructor.

2. A student who misses any announced examination is not entitled to special examination except upon approval of the appropriate Dean and the payment of \$1 to the Financial Secretary. The student will present the receipted permission slip to the instructor at the time of the special examination.

The last examination of the Fall Semester will be definitely scheduled by the institution during the final week of the semester.



## ART DEPARTMENT

Mary E. T. Croswell.  
Austine I. Camp.  
Ruth M. Doolittle, B.A.  
Isabel Morton Fish.\*  
Fred L. Griffin, B.A.  
Ferdinand Kebely.  
Roy Lawhorne.

### 1. General Requirements for Graduation With a Major in Art.

a. Candidates for degrees with a major in Art, as in all other departments in this college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in the Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics, and American Constitution, which are set forth on pages 26-28.

Students receiving the degree with Art as a major may, with additional courses, receive the credential for general elementary or junior high schools.

### 2. Departmental Requirements.

#### a. *Minor field.*

Each candidate for graduation with a major in Art must complete a minor selected from the following fields:

English	Industrial Education
Home Economics	Music
Social Sciences	Physical Education
Foreign Language	

#### b. *Upper Division units in Art.*

33 units of Upper Division courses in Art are required.

#### c. *Major; Specific Requirements.*

		Units
Art	1 —Design and Color-----	2
Art	2 —Basketry -----	1
Art	3 —Applied Design, Toys-----	2
Art	5 —Stage Design-----	2
Art	10 —Elementary Freehand Drawing-----	2
Art	11 —Watercolor Painting-----	2
Art	12 —Lettering -----	1
Art	13 —Pencil Sketching and Composition-----	1
Art	14 —Poster -----	2
Art	19 —Public School Art-----	2

\* Leave of absence.

	Units
Art 101 —Advanced Design and Color-----	2
Art 102A—Weaving -----	1
Art 102B—Weaving -----	1
Art 103 —House Design -----	1
Art 104 —Jewelry -----	2
Art 105 —Costume Design-----	2
Art 106 —Pottery -----	3
Art 107 —Applied Design (Textiles)-----	2
Art 108 —Leather tooling-----	2
Art 110 —Art Needlework -----	2
Art 112 —Bookbinding -----	1
Art 113 —Modeling -----	2
Art 114 —Interior Decoration -----	2
Art 115A—Figure Drawing from Life-----	2
Art 115B—Drawing and Painting from Life-----	2
Art 116 —Landscape Painting—Oils -----	2
Art 118A—Art Appreciation -----	1
Art 118B—Art Appreciation -----	1
Art 120 —Figure Composition—Oil Painting-----	2
Total -----	50

### 3. Supervisor's Credential.

In addition to the certification for teaching art in elementary and secondary schools, the requirements for a supervisor's credential in Art may be met by the following courses:

Education 195 (Art) Organization, Objectives and Supervision of Instruction in Art Education-----	3 units
Education 195A (Art) Problems of Supervision in Art Education -----	3 units

See Education Courses, pages 53-59.

# A SUGGESTED PROGRAM FOR THE FOUR-YEAR DEGREE CURRICULUM WITH A MAJOR IN ART

## LOWER DIVISION

### YEAR I

#### First Semester

	Units
Science—Biological or Physical Science.....	3
English 18A—English Composition.....	3
History 2A—History of Europe.....	3
Art 1—Design and Color.....	2
Industrial Education 2—Instrumental Drawing.....	3
Art 2—Basketry .....	1
Physical Education 1A ; 51A.....	$\frac{1}{2}$

15½

#### Second Semester

Science—Biological or Physical Science.....	3
English 18B—English Composition.....	3
History 2B—History of Europe.....	3
Art 19—Public School Art.....	2
Art 10—Elementary Freehand Drawing.....	2
Art 15—Figure Drawing from Life.....	2
Physical Education 1B ; 51B.....	$\frac{1}{2}$

15½

### YEAR II

#### First Semester

Science 103—Science of Dyeing.....	2
Education 57—Introduction to the Study of Education.....	3
Psychology 1—General Psychology.....	3
Art 11—Water Color Painting.....	2
Art 12—Lettering .....	1
Art 13—Pencil Sketching and Composition.....	1
Elective—Science or Free.....	4
Physical Education 1C ; 51C.....	$\frac{1}{2}$

16½

#### Second Semester

Political Science 1B—American Government (Constitution).....	3
Industrial Education 3—Architectural Drawing.....	3
Art 3—Applied Design, Toys.....	2
Art 14—Poster .....	2
Art 5—Stage Design .....	2
Elective—Social Science or Free.....	3
Physical Education 2 ; 52.....	$\frac{1}{2}$

15½

## UPPER DIVISION

## YEAR III

## First Semester

	Units
Education 175—Educational Psychology -----	3
Education 190A (Art)—Teachers' Course in Art, Elementary-----	2
Art 101—Advanced Design and Color-----	2
Art 113—Modeling -----	2
Art 103—House Design or-----	
Art 115A—Figure Drawing from Life-----	1
Art 102A—Weaving -----	1
Art 106—Pottery -----	3
Physical Education 160A-----	$\frac{1}{2}$
	<hr/>
	14 $\frac{1}{2}$

## Second Semester

Education 190B (Art)—Teachers' Course in Art, Secondary-----	2
Art 107—Applied Design, Textiles-----	2
Art 105—Costume Design -----	2
Art 114—Interior Decoration -----	2
Upper Division Elective-----	3
Art 104—Jewelry -----	2
Art 102B—Weaving -----	1
Physical Education 160B-----	$\frac{1}{2}$
Elective—Upper Division-----	3
	<hr/>
	17 $\frac{1}{2}$

## YEAR IV

## First Semester

Education 173—Secondary Education -----	2
Education 192A (Art)—Directed Teaching-----	2
Art 116—Landscape Painting, Oils-----	2
Art 115B—Drawing and Painting from Life-----	2
Art 108—Leather Tooling -----	2
Art 118A—Art Appreciation -----	1
Physical Education 161A-----	$\frac{1}{2}$
Elective—Upper Division-----	3
	<hr/>
	14 $\frac{1}{2}$

## Second Semester

Education 192B (Art)—Directed Teaching-----	3
Art 110—Art Needlework-----	2
Art 120—Figure Composition; Oil Painting-----	2
Art 118B—Art Appreciation -----	1
Art 112—Bookbinding -----	1
Physical Education 161B-----	$\frac{1}{2}$
Elective—Upper Division-----	5
	<hr/>
	14 $\frac{1}{2}$

## MINORS IN ART

The Art Department is offering two minors—one a teaching minor, including some methods and directed teaching, and the other an academic minor intended for those students who desire technical art training only.

## I. PROFESSIONAL MINOR

Lower Division-----13 units

Art . 1—Design and Color-----	2 units
*Art 19—Public School Art-----	2 units
Art 10—Elementary Freehand Drawing-----	2 units
Art 11—Water Color -----	2 units
Art 12—Lettering -----	1 unit
Art 3—Applied Design—Toys -----	2 units
*Art 14—Poster, or }-----	2 units
*Art 5—Stage Design }	

Upper Division ----- 6 units

Education 190A (Art)—Teachers' Course in Ele- mentary Art -----	2 units
Education 192A (Art)—Directed Teaching-----	1 unit
Elective -----	3 units

## II. ACADEMIC MINOR

Lower Division-----9 or 13 units

Upper Division Electives-----9 or 6 units

\* The courses are the same as for the teaching or professional minor. If desired, four units of Upper Division courses may be substituted in Upper Division in place of the courses marked above with an asterisk.

**DESCRIPTION OF ART COURSES****LOWER DIVISION COURSES****Art 1. Design and Color (2).**

The principles of art structure as developed in design and color are the foundation of all art work. Problems are given involving original studies in spacing, line, composition and color harmony, as applied to borders, surfaces and textiles.

**Art 2. Basketry (1).**

This course deals with the preparation of materials, including dyeing and staining. Instruction is given in making sewed and woven baskets from original designs. Raffia, reed, and native materials are used.

The handicraft arts of the American Indians, and other peoples, both ancient and modern, are studied. Collections of photographs or tracings, are made and reports given.

**Art 3. Applied Design (Toys) (2).**

The principles of design and color applied in original patterns for toys, constructed with cardboard, beaver-board, and wood. Painted with poster and enamel paint. Prerequisite: Art 1 and Art 10.

**Art 5. Stage Design (2).**

Problems of color, costume, and lighting for the staging of plays, developed to scale in miniature, and, when possible, executed in full proportions. Prerequisite: Art 1 and 10.

**Art 10 Elementary Freehand Drawing (2).**

Lectures are given on freehand perspective, followed by practical application of the principles to the sketching of objects, interiors, exteriors, street scenes and landscapes, in accented outline and light and shade. Pencil rendering.

**Art 11. Water Color Painting (2).**

Still life compositions in water color. Prerequisite: Art 10.

**Art 12. Lettering (1).**

Instruction in fundamental principles of lettering, using pencil, brush, and pen in their application to poster, illumination, and illustration. Design the basis of fine lettering.

**Art 13. Pencil Sketching and Composition (1).**

Outdoor sketching of landscape, trees, buildings. Pencil is the medium used. Prerequisite: Art 10.

**Art 14. Poster (2).**

The principles of advertising are studied and various types of designs are made with application to the commercial and theater poster in black and white and color. Prerequisite: Art 1+10+12.



**Art 15. Figure Drawing from Life (1).**

Fundamental construction in drawing the human figure.

**Art 19. Public School Art (2).**

Offered for the general professional department. The problems are arranged to meet the needs of elementary school teachers. They are based upon the principles of design, and, where possible, are developed with industrial application.

Poster, furniture, fabric, and toy designs are developed through paper cutting, and made with paper, cardboard, or other suitable material.

Stick and linoleum block printing in practical problems with color on paper and cloth.

Modeling animals, tiles, and small figure compositions, with plasticine and casting in plaster.

Problems in sewing and making booklets and covering boxes.

All problems have an industrial application. Prerequisite: Art 1.

### UPPER DIVISION COURSES

**Art 101. Advanced Design and Color (2).**

Prerequisite: Art 1.

**Art 102A. Weaving (1).**

This course takes up the principles and processes of weaving from earliest times. Looms are assembled and put into working order; small looms for making Oriental rugs and woven tapestry are constructed, and weaving by cards is illustrated. Students may exercise personal choice in use of materials and of articles woven.

**Art 102B. Weaving (1).**

This course affords practice in the various methods by which the craft becomes an expression of art—employing color, line, and texture as a medium; it covers the ground from mere weave effects to the coverlet—types of weaving, overshot, double faced and double woven fabrics. The place of weaving in the history of civilization is discussed. Prerequisite: Art 102A.

**Art 102C. Weaving (3).**

This advanced course in weaving gives a comprehensive study of fabrics and their make-up. It offers an opportunity for a sustained effort in weaving, such as the weaving of a coverlet, yardage for garments, linens, etc. The progressive development of weaving throughout the ages and among different peoples and its dissemination throughout the world will be carefully considered, as well as Colonial weaving and present centers of the industry in our own country.

**Art 103. House Design (1).**

Lectures on the history and appreciation of architecture and studies of exteriors and interiors as applied to the home. A study of the materials used in house construction; drawing original plans to scale.

**Art 104. Jewelry (2).**

Making of buckles, fobs, chains, necklaces, rings, setting of stones, polishing and finishing of metal, coloring by chemical methods.

**Art 105. Costume Design (2).**

Study of mass, line, and composition in relation to the human figure as applied to costume. Original designs are made for the modern house and street costume, as well as for stage, festival, and pageantry. Pencil, ink, and water color rendering. Lecture on historic costumes. Prerequisite: Art 1.

**Art 106 Pottery (3).**

A study is made of the composition clays and glazes; hand building and decorating forms from original designs; casting and pouring of forms. Actual practice in using the kiln. Prerequisite: Art 1.

**Art 107. Applied Design (Textiles) (2).**

Original designs are applied to textiles. Emphasis is given to design and color in batik, tie and dye, etc. Prerequisite: Art 1 and Art 101.

**Art 108. Leather Tooling (2).**

Original designs developed in leather tooling and staining applied to the making of bags, purses, and book covers. Modern and antique styles studied. Prerequisite: Art 1.

**Art 110. Art Needlework (2).**

The construction and application of various stitches, affording a medium for reproducing designs on clothing, articles for interior decoration, millinery, and all problems to which needlework is applied. Prerequisite: Art 1.

**Art 112. Bookbinding (1).**

Instruction in the mending, sewing, and binding of books.

**Art 113. Modeling (2).**

Modeling from cast and life—casting.

**Art 114. Interior Decoration and House Furnishings (2).**

Lectures on appreciation of art in the home with practical application of the principles of design and color used in decorating and furnishing. This course includes the choosing of wall coverings, furniture, rugs, hangings, china, and the study of period furniture. Training is given in rendering elevations and perspective in color through problems involving the treatment of walls, floors, ceiling, and furniture. Prerequisite: Art 1.

**Art 115A. Figure Drawing from Life (1).**

Lectures on anatomical construction of the human figure, application, drawing from life, head and costumed model with charcoal, chalk.

**Art 115B. Drawing and Painting from Life (2).**

From life, head and costumed figure, figure composition. Oil painting. Prerequisite: Art 115A.

**Art 116. Landscape Painting—Oils (2).**

Painting in oil, landscape composition. Prerequisite: Art 10, 11, 13.

**Art 118A-B. Art Appreciation and History (1—1).**

Illustrated lectures on the history of architecture, sculpture, and painting. Text—*Art Through the Ages*—Gardner.

**Art 120. Figure Composition—Oil Painting (2).**

Decorative compositions in various media, applied to beautifying wall spaces in the home and in public buildings. Prerequisite: Art 115A and 116.

**Education 190A (Art). Teachers' Course in Secondary School Art.**

See Education Courses, page 55.

**Education 190B (Art). Teachers' Course in Secondary School Art.**

See Education Courses, page 55.

**Education 192A-B (Art). Directed Teaching**

See Education Courses, page 57.

**Education 195A (Art). Organization, Objectives and Supervision of Instruction in Art Education.**

See Education Courses, page 58.

**Education 195B (Art). Problems of Supervision in Art Education.**

See Education Courses, page 58.

## EDUCATION DEPARTMENT

---

Charles L. Jacobs, Ph.D.  
Elizabeth L. Bishop, Ed.D.  
Roy P. Eichelberger, M.A.  
Lillian Gray, B.A.  
Edith M. Leonard, M.A.  
Nettie A. Maurer, M.A.  
Elsie Pond, M.A.  
Laura Specht Price, M.A.  
William Scalapino, B.A.

### I. Majors Offered in the Field of Education.

1. Kindergarten-Primary Grades.
2. Kindergarten-Elementary Grades.
3. Elementary Grades.
4. Elementary-Junior High School.

### II. General Requirements for Graduation with a Major in Any of the Above Fields.

1. Candidates for degrees and credentials in these fields, as in all other departments in the college, must fulfill all the State Board and institutional requirements as to majors and minors, and as to required courses in Social Sciences, Natural Sciences, Psychology, English, Foreign Language, Mathematics, and American Constitution, which are set forth on pages 26-28.
2. Introduction of Education is prerequisite to all other courses and should be taken in the Sophomore year. This should be followed with Educational Psychology in the Junior year. General Psychology is a prerequisite to this course as well as to Introduction to Education.
3. *Proficiency in the subjects of the elementary fields.* Before registration for Directed Teaching, students in this department must demonstrate proficiency in penmanship and spelling, demonstrated by passing the standard examinations which are given twice a year.
4. *Mathematics 10.* The course in Arithmetic for Teachers given in this department assumes proficiency in the fundamental operations in Arithmetic. A standard examination is given twice each year to determine this proficiency. Students who fail will be required to bring their skill up to standard before admission to the course. A coaching class will be formed for such students when necessary, but since this work is not of college grade, the expense of the coaching must be borne by the students who take it.

Mathematics 10 does not reduce the 6 units of Mathematics required for all students. It is an additional requirement in this department.

5. *Science credit.* Six units of Chemistry, Physics or Biology taken in high school may be allowed on the Science requirement, but with no reduction of total units required. When this substitution is made, six general electives will replace the six Science units.

Work taken in college in fulfillment of the Natural Science requirement must include at least two units of laboratory credit.

6. *Social Science.* If History of the United States is not elected, then Political Science 1B must be completed as well as History of the Americas. •

7. *Scholarship requirement.* The average of all the grades received in Education courses must not fall below one grade point per unit.

8. *Directed teaching requirements.* Before a student may begin directed teaching, he must complete the proficiency tests in the elementary subjects, as described in (1) and (4) of this section.

*Scholastic standing.* Before a student may register for directed teaching he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should his average drop below "C," the student may not reregister for directed teaching until the average grade becomes satisfactory.

No student may be graduated without an average grade of "C" in directed teaching. In case the average teaching grade falls below this standard, additional units beyond the total of 124 must be earned in directed teaching, until the average grade reaches the standard set.

Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least two units of directed teaching in this institution.

### III. Special Requirements for Graduation.

1. Majors covering the Kindergarten-Primary fields to the third grade inclusive.

- a. *Minors*—Each candidate for graduation must complete two minors selected preferably from among the following:

Music  
Art  
Physical Education  
English

As many courses as possible should be pursued in the other two fields.

- b. *Proficiency in Music.* Before the Kindergarten-Primary major may register for Directed Teaching she must demonstrate proficiency in playing accompaniments to simple rhythms and melodies, and have the ability to sing in tune.



- c. Proficiency in nature study is also required before registering for directed teaching.  
Proficiency in vocal music and nature study will be satisfactorily demonstrated by completing the courses in the departmental curricula. Proficiency in piano will be determined through a standard examination given twice a year.
2. Majors covering the Kindergarten-Elementary fields from the Kindergarten through the sixth grade inclusive.
- a. *Minors*—Each candidate for graduation must complete two minors selected from the following fields:
- |                   |                    |
|-------------------|--------------------|
| English           | Music              |
| Social Science    | Art                |
| Home Economics    | Physical Education |
| Industrial Arts   | Natural Sciences   |
| Foreign Languages |                    |
- It is strongly recommended that one of the minors be Art, Music, or Physical Education.
- b. *Proficiency in Music*. Before the Kindergarten-Elementary major may register for Directed Teaching, she must demonstrate proficiency in playing accompaniments to simple rhythms and melodies and have the ability to sing in tune.
- c. Proficiency in vocal music will be satisfactorily demonstrated by completing the courses in the departmental curricula. Proficiency in piano will be determined through a standard examination given twice a year.
3. Majors covering the Elementary, Elementary-Junior High School, and Junior High School fields.
- a. *Minors*—Each candidate for graduation must complete two minors selected from the following fields:
- |                   |                    |
|-------------------|--------------------|
| English           | Music              |
| Social Science    | Art                |
| Home Economics    | Physical Education |
| Industrial Arts   | Natural Sciences   |
| Foreign Languages |                    |
- b. Candidates qualifying for a Junior High School credential may earn it in one of three ways:
1. By majoring in Junior High School Education and minoring in two subjects taught in Junior High School.
  2. By taking the combined Elementary and Junior High School curriculum and minoring in two subjects taught in Elementary and Junior High Schools.
  3. By fulfilling the requirements of one of the major subjects offered in this institution, completing a minor in a subject taught in Junior High School, and completing the following educational requirement:



	Units
Introduction to Education-----	3
Educational Psychology -----	3
Principles of Junior High Education-----	3
Junior High School Procedure-----	3
Introduction to Teaching—Junior High-----	2
Directed Teaching—Junior High-----	4
4. Principles of Junior High School should be taken in the Junior year, preferably after Educational Psychology, but may be taken concurrently.	
5. Junior High School Procedure follows the course in Principles and may be taken concurrently with the succeeding course. Introduction to Teaching.	
6. Directed Teaching is reserved for the Senior year.	

## YEAR I

## First Semester

	K	P	K-EI	EI	EJ	JH	JH
Geography 1-----Fundamentals of Modern Geography-----	3	3	3	3	3	3	3
History 3A-----History of the Americas-----	3	3	3	3	3	3	3
Science 40A-----Botany-----	4	4	4	4	4	4	4
English 18A-----English Composition-----	3	3	3	3	3	3	3
Physical Education 1A, 51A----- Art 1-----Design and Color-----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Home Economics 10-----Nutrition and Health-----	2	2	2	2	2	2	0
Electives-----	2	2	2	2	2	2	2
	0	0	0	0	0	0	2
	17½	17½	17½	17½	17½	17½	17½

## YEAR I

## Second Semester

History 3B	History of the Americas	3	3	3	3
Science 65	Zoology	3	3	3	3
English 18B	English Composition	3	3	3	3
Physical Education 1B, 51B					
Art 19	Public School Art	2	2	2	0
Mathematics 10	Principles of Mathematics	3	3	3	3
	Electives	2	2	2	4
		16½	16½	16½	16½

## YEAR II

## First Semester

	K	P	K-E	E	E-I	J	H
Science 50A-----	3	3	3	3	3	3	3
Psychology 1-----	3	3	3	3	3	3	3
Physical Education 1C, 51C-----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Spanish 1A-----	5	5	5	5	5	5	5
French 1A-----	2	2	2	2	2	2	0
Industrial Art 129-----	3	3	3	3	3	3	5
Elective if completed in High School-----	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$	16 $\frac{1}{2}$
Elective-----							
Electives-----							

## YEAR II

## Second Semester

	K	P	K-E	E	E-I	J	H
Science 160-----	3	3	3	3	3	3	3
Industrial Art 129-----	2	2	2	2	2	2	0
Spanish 1B-----	5	5	5	5	5	5	5
French 1B-----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Physical Education 52-----	3	3	3	3	3	3	3
Physical Education 2 or 3-----	2	2	2	2	2	2	0
Education 57-----	2	2	2	2	2	2	6
Music 1-----	17 $\frac{1}{2}$	17 $\frac{1}{2}$	17 $\frac{1}{2}$	17 $\frac{1}{2}$	17 $\frac{1}{2}$	17 $\frac{1}{2}$	17 $\frac{1}{2}$
Elective if completed in High School-----							
Men-----							
Women-----							
Introduction to the Study of Education-----							
Principles of Music-----							
Electives-----							

First Semester

	K	P	K-El	El	El-JH	JH
Education 190 (Kg.)	3	3	0	0	0	0
Education 190A (P.)	3	3	3	3	0	0
Education 174 (J.H.)	0	0	0	3	3	3
Education 190 (Music Elem.)	0	2	2	2	0	0
Education 190 (Music Kg.P.)	2	2	0	0	0	0
Education 191 (Kg.) or (Elem.) or (J.H.) - Introduction to Teaching or Elective	2	2	2	2	2	2
Education 175	3	3	3	3	3	3
Physical Education 160A	0	0	1	1	1	1
Physical Education 162	1	1	0	0	0	0
Education 177	2	2	2	2	2	2
Electives	1	0	4	1	6	6
	16½	17½	16½	16½	16½	16½

YEAR III

Second Semester

	K	P	K-El	El	El-JH	JH
Education 162	3	3	0	0	0	0
Education 190B (Elem.)	0	3	3	3	0	0
Education 190 (J.H.)	0	0	0	3	3	3
Education 136A	2	2	2	2	2	2
Education 191 (Kg.) or (Elem.) or (J.H.) - Introduction to Teaching if not taken in Fall Semester or Elective	2	2	2	2	2	2
Physical Education 160B	1	1	1	1	1	1
Industrial Education 128	2	2	0	0	0	0
Education 181	2	2	2	2	2	2
English 187J	2	0	2	2	0	0
Electives	3	3	5	3	8	8
	16½	17½	16½	17½	17½	17½

## YEAR IV

## First Semester

	K-P	K-EI	EI	EI-JH	JH
Education 192A (Kg. P.)-----Directed Teaching--Kindergarten-Primary-----	4	2	0	0	0
Education 192A (P.)-----Directed Teaching (Grades 1, 2, 3)-----	0	2	0	2	0
Education 192A (Elem.)-----Directed Teaching (Grades 4, 5, 6)-----	0	0	4	2	0
Education 192A (J.H.)-----Directed Teaching--Junior High School-----	0	0	0	0	4
Education 191 (J.H.)-----Introduction to Junior High School Teaching-----	0	0	0	2	0
Education 159-----Parent Education-----	1	1	1	0	0
Physical Education 161A-----Elective Senior Activities-----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Education 178-----Educational Sociology-----	0	0	2	2	2
Electives-----	6 $\frac{1}{2}$	4 $\frac{1}{2}$	4 $\frac{1}{2}$	2 $\frac{1}{2}$	4 $\frac{1}{2}$
	12	10	12	11	11

## YEAR IV

## Second Semester

	K-P	K-EI	EI	EI-JH	JH
English 187-----Children's Literature-----	0	2	0	0	0
Political Science 1B-----American Government (Constitution)-----	3	3	3	3	3
Education 192B (P.)-----Directed Teaching (Grades 1, 2, 3)-----	4	0	4	0	0
Education 192B (Elem.)-----Directed Teaching (Grades 4, 5, 6)-----	0	4	0	2	0
Education 192B (J.H.)-----Directed Teaching--Junior High School-----	0	0	0	2	4
Physical Education 161B-----Elective Senior Activities-----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Electives-----	4 $\frac{1}{2}$	2 $\frac{1}{2}$	4 $\frac{1}{2}$	4 $\frac{1}{2}$	4 $\frac{1}{2}$
	12	12	12	12	12

**DESCRIPTION OF EDUCATION COURSES****LOWER DIVISION COURSES****Education 57. Introduction to the Study of Education (3).**

An orientation course dealing in a general way with the aims and objectives of education, the historical background for the development of our present school systems, the high lights in our past and present educational theory and philosophy, and the broad outlines of school and curriculum organization and administration, and teaching procedures, together with a brief survey of the trends. *Either semester.*

**UPPER DIVISION COURSES****Education 117. History of Education in the United States (2).**

A study and interpretation of American educational progress and current practice. It deals with the more important problems of present day education in the light of their historical development. Readings, reports, discussions.

**Education 120X. New Procedure in Teaching Reading (2).**

The object of this course is to review the recent developments in teaching reading which have resulted from several carefully conducted scientific experiments. (Not offered in 1932-33.)

**Education 136A. Educational Tests and Measurements (2).**

An elementary course in examination methods in modern school practice. It discusses the difference between testing and teaching, the significance of standardization, and gives some practice in the simpler pedagogical and group mental measurements, with emphasis on simple diagnosis.

**Education 136B. Educational Measurements (3).**

An advanced course in examination methods; laboratory work; individual mental measurements; diagnostic methods. Opportunity for advanced students to do supervised research work. (Not offered in 1932-33.)

**Education 137. Educational Statistics (2).**

The application of the theory of statistics to measurements in the field of Education. The collection and tabulation of data, the theory of averages, of variability, of correlation, and the use of the frequency curve. Graphic representation of statistical data.

**Education 139. Public Education in California (2).**

General problems of school administration discussed from the functional standpoint, as related to the California school system and its laws. (Not offered in 1932-33.)

**Education 143. Educational and Vocational Guidance (3).**

This course is designed to make the pupil acquainted with the aims and practices of pupil classification and the methods of vocational guidance. The course presupposes some acquaintance with intelligence tests and educational measurements.



**Education 157. Educational Periodicals (1).**

A study of current magazine material in the field of education. Readings, discussions, reports.

**Education 159. Home Background and Parent Education (1).**

Discusses the principles and methods involved in the various types of parent education with emphasis on the organization and activities of parental contact, including child study groups, mothers' clubs and parent-teacher organizations.

**Education 162. Kindergarten-Primary Play Activities (3).**

In this course a study of the play materials used, such as building blocks, toys, nature material and playground apparatus will be made. Principles underlying the selection of play materials for children will be emphasized and opportunity afforded for experience in applying the method of using these materials.

**Education 170X. Philosophy of Education (2).**

An intensive study of education in relation to life. Readings, reports and discussions aiming toward formulation of a working philosophy of education for the life needs of today. Required for the administration and supervision credentials.

**Education 171X. The Principal and His School (3).**

The opportunities and responsibilities of a modern school principal. Means of securing improvement in instruction; classification and promotion of pupils; retardation; effective use of the school plant; program making; extra-curricular activities. (Not offered in 1932-33.)

**Education 172X. Modern Practice and Experiments in Education (2).**

This course will set forth the important new practices and the better known experiments in education now being carried on. The object will be to evaluate these practices and experiments in terms of theory, practice and results.

**Education 173. Secondary Education (2).**

A special study of the objectives, curriculum, and methods of the American secondary school in the light of its historical development and European backgrounds. Related to the problems of the junior high school and elementary school on the one hand and to the problem of higher education on the other.

**Education 174. Principles of Junior High School Education (3).**

Principles of education as applied to the junior high school problem. The place and function of the junior high school, the character of its pupils, its organization and course of study, and its relation to the elementary school and to the senior high school.

**Education 175. Educational Psychology (3).**

The principles of psychology in relation to the educative process. The original nature of man and his development with emphasis on individual

differences due to environment and heredity and their influence upon the acquisition of knowledge, skills, attitudes, and appreciations.

This course requires as prerequisite a knowledge of general psychology.  
*Either semester.*

#### **Education 176. Advanced Educational Psychology (2).**

A course offered for students who have shown exceptional ability in the educational psychology course. Each student will elect and pursue throughout the term some particular problem of special interest. (Not offered in 1932-33.)

#### **Education 176X. Psychology of Elementary School Subjects (2).**

A study of the laws of learning as applied to the teaching of various school subjects with special attention to the most recent experiments and latest findings.

#### **Education 177. Growth and Development of the Child (2).**

The mental and physical growth and development of the school child in relation to school adjustment, with special emphasis on the physical basis of education, the general laws of growth, physical defects, the health of the school child, and preventive mental hygiene. *Either semester.*

#### **Education 178 Educational Sociology (2).**

The influence of the nature of our form of society and government upon the character of our schools. The way groups operate and the consequence of this operation as it affects school work. The school as an agency of meeting and effecting social changes.

#### **Education 180. Character Education (2).**

A study of the various means employed to inculcate the habits of conduct deemed essential to effective living in a democratic society and an evaluation of the different methods used to foster moral living. (Not offered in 1932-33.)

#### **Education 181. Child Study (2).**

This course considers the outstanding behavior problems of young children and the application of the principles of mental hygiene and psychology to their successful solution. Stress will be laid on the prevention of mental and personality disorders. Various types of records will be studied. Observation and diagnosis of cases are required.

#### **Education 190.**

All 190 courses are Methods courses. Symbols in parenthesis after the number indicate the department.

#### **Education 190A (Art). Teachers' Courses in Art, Elementary (2).**

A study of the methods of teaching art in the elementary schools. Making of original problems, and developing courses of study.

#### **Education 190B (Art). Teachers' Course in Art, Secondary (2).**

A study of the methods of teaching Art in the secondary schools. Making of courses of study and collection of illustrative material.

**Education 190 (K.). Kindergarten Procedure (3).**

This course emphasizes the importance of understanding children—their needs—characteristics and differences—as a foundation for scientific teaching. A study is made of the selection of subject matter—activities and methods in the kindergarten primary school. Each student will be expected to choose and study in detail a problem in which she is especially interested. This course is correlated with supervised observation and participation in the kindergarten.

**Education 190A (P.). Primary Procedure (3).**

Reading, phonetics, language, spelling, handwriting, social study, and arithmetic. Application of the principles of psychology and education to the organization of material from the first through the third grades. Observation and critical study of current technique in teaching.

**Education 190B (Elem.). Elementary Procedure (3).**

Continuation of Education 190A (P.) from the fourth through the eighth grades.

**Education 190 (J. H.). Junior High School Procedure (3).**

Modern procedure in classroom practice in junior high schools. The project method, the socialized recitation, examination and testing methods, teaching how to study will be subjects for special consideration.

**Education 190 (H. E.). Teaching Methods (Household Science) (2).**

A study of methods of teaching Home Economics, as applied in problems of food and cleaning, including methods of presentation of subject matter, reviews of typical courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching and book reviews.

**Education 190 (H. A.). Teaching Methods (Household Art) (2).**

A study of methods of teaching Home Economics, as applied in problems of clothing and house furnishing; including methods of presentation of subject matter, reviews of various courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching, and book reviews.

**Education 190 (I. E.). Teaching Problems in Industrial Arts Education (3).**

This course is offered as an opportunity for students to devote themselves to the solution of many of the numerous problems confronting teachers of shop subjects. Shop organization, courses of study, methods of teaching, extracurriculum activities, etc., form topics for study and discussion.

**Education 190 (Mus. E.). Music Education (2).**

Organization, methods of procedure and administration of music in the elementary grades.

**Education 190. Music (K. P.) (2).**

Music for kindergarten-primary teachers.

**Education 191.**

All 191 courses are Introductory courses. Symbols in parenthesis after the number indicate the department.

**Education 191 (K. P.). Introduction to Teaching Kindergarten-Primary (2).**

An observation, participation, conference course dealing with the Kindergarten-Primary school and classroom management. It emphasizes class organization, control, attendance, and ventilation, sanitation, record-keeping, and the purchase and care of materials. (Prerequisite to Education 192 [K.-P.] )

**Education 191 (K -El.). Introduction to Teaching Kindergarten-Elementary (2).**

An observation, participation, conference course dealing with the Kindergarten and Elementary school and classroom management in the first six grades. (Prerequisite to Education 192 [K.-El.] )

**Education 191 (Elem.). Introduction to Teaching, Elementary (2).**

An observation, participation, conference course dealing with elementary school and classroom management in the first six grades. (Prerequisite to Education 192 [K.-P.] )

**Education 191 (J. H.). Introduction to Teaching in Junior High School (2).**

Observation of classroom activities and limited participation as a prerequisite to Education 192. (J. H.)

**Education 191. (I. E.). Content and Materials in Industrial Arts Education (2).**

This course is a survey of the field of Industrial Arts Education and is designed to make the student acquainted with the common method of solving problems of the course content and of planning the industrial education program in various schools. It includes also discussion regarding the purchase of equipment and the handling of supplies.

**Education 192.**

All Education 192 courses are Directed Teaching Courses. Symbols in parenthesis after the number indicate the department.

**Education 192A-B (Art). Directed Teaching (2) (3).**

Teaching of design, painting, modeling and art crafts in the elementary and secondary schools. Written lesson plans, prepared material and discussion.

**Education 192 (K.). Directed Teaching, Kindergarten (2) (4).**

Practical experience in kindergarten, first, second, and third grades and an opportunity to direct a kindergarten.

**Education 192 (P.). Directed Teaching, Primary (2) (4).**

Practical experience in the first three grades.



**Education 192A-B (Elem.). Directed Teaching, Elementary (8).**

Practical experience in the first six grades.

**Education 192A-B (J. H.). Directed Teaching, Junior High School (4-8).**

Practical experience in the field. Observation and critical study of method; participation, organization of subject matter into lesson plans; instruction of typical groups of children; individual and group conferences and discussion. Education 168 is prerequisite.

**Education 192 (H. A.). Directed Teaching (Household Art) (3).**

Experience in classroom teaching carried on under the supervision of expert teachers of household art. Classroom work, conference and discussion. For all students working for a credential or degree in this field.

**Education 192 (H. E.). Directed Teaching (Household Science) (2).**

Experience in classroom teaching carried on under the supervision of expert teachers in household science. Classroom work, conference, and discussion. For all students working for a credential or degree in this field.

**Education 192 (P. E.). Directed Teaching in Physical Education (2-2).**

This includes directed teaching in the various phases of physical education and recreation. The students are assigned to assist in various classes, on the playgrounds, and in different sports. Practice teaching is under supervision in the elementary, junior high and senior high schools.

**Education 192 (I. E.). Directed Teaching in Industrial Arts (5).**

By practical experience under the direction of a supervisor it is planned to give the student opportunity to put into practice the principles of teaching and the theory of education which have previously been presented and discussed in other courses. This teaching is carried through two semesters in the public schools of the city.

**Education 195.**

This number is applied to the courses in Supervision of Teaching. The symbol in parenthesis refers to the department concerned.

**Education 195A (Art). Problems of Supervision in Art Education (3).**

Methods and specific problems involved in the effective Supervision of Art Education: type projects in courses of study, teachers' schedules, evaluation of teachers' efficiency, and office organization will be the basis of this course.

**Education 195B (Art). Organization, Objectives, and Supervision of Instruction in Art Education (3).**

In this course particular attention will be given to the function of the Art Supervisor in Elementary Education and the relationship to the principal and teachers in such a system.

General principles affecting classroom teaching of art, teachers' meetings and personal conferences with teachers will be discussed.

**Education 195 (Elem.). School Administration and Supervision (3).**

The object of this course is to distinguish between the functions of administration and supervision, and to lay down principles necessary for the efficient conduct of a school. Selection and rating of teachers, curriculum making, etc.

**Education 195 (J. H. S.). The Administration of a Junior High School (3).**

The special purpose of this course is to review the development of the junior high school, study the existing forms of organization, give information as to its special functions, and to advise as to curricula and courses of study, methods of teaching, grouping, assigning courses, and administration and scheduling of classes.

**Education 195A (I. E.) Organization, Objectives, and Supervision of Instruction in Industrial Education (3).**

The course covers the general principles of supervision, and the duties and functions of the supervisors. Special consideration is given to the objectives in supervision in industrial education, and to the place of the supervisor and his relationship to the teaching force, the students, the administration, and the school system as a whole.

**Education 195B (I. E.). Problems of Supervision in Industrial Education (3).**

In this course are studied the methods of the supervisor and the specific problems involved in effective supervision in the field of industrial and vocational education. Type projects in supervision of instruction, courses of study, teachers' schedules, keeping of records, evaluation of teaching efficiency, etc., constitute a part of the work.



## ENGLISH DEPARTMENT

William Ashworth, M.A.  
 William C. Maxwell, Ph.D.  
 Margaret Burke, M.A.  
 Marie J. Davis, B.A.

### 1. General Requirements for Graduation with a Major in English.

Candidates for degrees and credentials with a major in the field of English, as in all other departments in this college, must fulfill all the State Board and institutional requirements as to majors and minors, and as to required courses in Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics, and American Constitution, which are set forth in detail on pages 26-28.

### 2. Specific Departmental Requirements and Recommendations.

	Units
a. Maximum units which may be taken in English-----	40
b. Education courses -----	12

#### c. Academic list of courses.

At least 112 units offered for the degree of A.B. with English as a major, must be chosen from the following list of courses, and the 40 units in Upper Division work must be selected from the same list:

Art. All courses.

Education. 57, 117, 170X, 173, 175, 177, 178.

English. All courses.

Foreign Language. All courses.

Industrial Education Drawing. 1, 2, 3, 102.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B; Botany 40A-B; Zoology 60; Physiology 50A-B.

Social Science. All courses.

	Units
d. Foreign Language -----	15

These units must not be in more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement.

	Units
e. Lower Division English-----	12

## f. Additional year course.

At least 6 units from one of the following groups:

## 1. Foreign Language, additional to d.

This may be satisfied in whole or in part in the high school, provided the language be Latin.

## 2. Mathematics: Trigonometry, Spherical Trigonometry, Plane Analytic Geometry, College Algebra. Introduction to Calculus.

This may be satisfied in part in high school.

## 3. Philosophy.

**Upper Division Requirements.**a. *Units required* in Upper Division.

A student must complete sixty (60) units after he is admitted to Upper Division.

Forty units of the work done by students in the Upper Division must be made up of Upper Division subjects.

b. *Maximum English units in Upper Division.* Not more than 30 units of Upper Division courses taken in English after entering the Upper Division will be counted toward the A.B. degree. Twenty-four units of Upper Division English are required.c. *Senior transfers to the college.* Students with Senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in Upper Division courses, including at least 12 units in English, but no student may be graduated from the college with less than 24 units of work completed in residence.d. *Scholarship within the department.* The student must have an average grade of C, one (1) grade-point per unit, in all courses offered as a part of the major.

Students who fail in the Lower Division to attain an average of C (one grade point for each unit of work taken), in the English department may, at the option of the department, be denied the privilege of a major in the department.

**Courses Required for the Major in English.**

	Units
Total required units-----	36
Required courses.	
English 18A-B—English Composition-----	6
English 82A-B—History of English Literature-----	6
English 121—Shakespeare -----	3
English 142—Introduction to Criticism-----	3
English 117—Chaucer -----	3
English 147—Milton -----	3
English 153—Middle English-----	3
English 198—Comprehensive Review-----	0
English Electives (Courses numbered over 100)-----	9

**Minor.**

Students majoring in English should select as a minor a subject taught in high school.

### Special Students.

A special student who wishes to enroll in any English course may do so, *provided*: that he is not less than 21 years of age; that he has filed satisfactory written evidence with the Registrar that he is fit to pursue the work desired; that the head of the English department under whom he plans the greater part of his work gives his written approval.

Should a special student change his status to that of a regular or provisional student he must meet all the requirements demanded of such students carrying work in English before he shall receive credit for any work done by him as a special student.

### The English A Requirement.

a. Unless otherwise stated herein, all undergraduate entrants must, at the time of their first registration at the college, take an examination known and designated as the *Examination in English A*. The purpose of this test is to determine the ability of such entrants to write English without gross errors in diction, grammar, punctuation, sentence-structure, and spelling.

b. *The Examination in English A* will be given at the opening of each semester on the Saturday preceding the beginning of instruction. If the English Department finds it necessary, a second examination for late entrants will be held not later than two weeks after the first examination in each semester. For either of these examinations, a fee of one dollar (\$1) will be charged. Papers submitted in the tests will be graded as "passed" or "failed." No papers submitted by students will be returned to them, once such written tests have been handed to the college examiners. Any student who is not present at the examination in English A which he is required to take will be denied entrance to English courses until this examination has been passed.

c. Students who do not pass the examination in English A will be required to take, immediately following such failure, a course of instruction known as *English X* which gives no credit of any sort toward graduation.

d. Should the student again fail in the *English X* course, he will be required to repeat the course the next semester of his college residence. The course in *English X* will be given during the fall semester, three hours per week for twelve weeks.

e. All students required to enroll in *English X* shall be charged a fee of \$10 each, and the charge shall be repeated, without deduction of any kind, each time they take the course.

f. Whenever, in the judgment of the instructor in the class in *English X*, a student shows sufficient excellence in his work, the instructor is authorized to give him a final passing grade in *English X*, to permit him to withdraw from attending the class.

g. The date before such withdrawals are allowed shall be determined by the English Department. The determining of the portion of the fee, if any, that is returnable, shall be made by the Head of the English Department.

h. No student who has not passed either the examination or course in *English X* will be admitted to any State College course in English for credit. No student will be admitted to Upper Division standing until he has passed either the examination or the course in *English X*. No student shall be granted a bachelor's degree until he has passed either the examination or the course in *English X*.

#### Exceptions to the Above.

a. Any student who has received a grade of 60 per cent in the College Board Entrance Examination in English 1, will receive credit for *English A*.

b. A student who enters the college with sixty (60) or more credits or units of advanced standing, and who has passed an examination similar to the examination in *English A* at the institution from which he came, or who has completed a course in English Composition at that institution deemed acceptable by the English Department, will be exempt from the requirements of *English X*.

#### Comprehensive Final Examination.

At the end of the senior year, the English Department requires a final examination of all undergraduates majoring in English. This examination is a part of the course English 190, Comprehensive Review. This course shall appear on the student's program card for his final semester's work; this course, however, does not carry unit value.

### A SUGGESTED COURSE OF STUDY FOR ENGLISH MAJOR STUDENTS

#### YEAR I

##### First Semester

	Units
English 18A—Composition -----	3
French 1A—Elementary French or	
Spanish 1A—Elementary Spanish -----	5
Science -----	3 or 5
Physical Education 1A; 51A -----	$\frac{1}{2}$
History 2A—History of Modern Europe -----	3
	<hr/>
	14½ or 16½

##### Second Semester

English 18B—Composition -----	3
French 1B—Elementary French or	
Spanish 1B—Elementary Spanish -----	5
Physical Education 1B; 51B -----	$\frac{1}{2}$
Science -----	3 or 5
History 2B—History of Modern Europe -----	3
	<hr/>
	14½ or 16½

## YEAR II

First Semester		Units
English 82A—History of English Literature-----		3
Modern Language—French or Spanish-----		3
Science or		
Psychology 1—General Psychology-----		3 or 5
Physical Education 1C; 51C-----		$\frac{1}{2}$
History 102A—History of the United States-----		3
Elective -----		3
		15 $\frac{1}{2}$ or 17 $\frac{1}{2}$
Second Semester		
English 82B—History of English Literature-----		3
Modern Language—French or Spanish-----		3
Physical Education 2; 52-----		$\frac{1}{2}$
History 102B—History of the United States-----		3
Political Science 1B—American Government (Constitution) or		
Education 57—Introduction to the Study of Education-----		3
Science or		
Psychology 1—General Psychology or		
Elective -----		3 or 5
		15 $\frac{1}{2}$ or 17 $\frac{1}{2}$

## YEAR III

First Semester		
English 122—Shakespeare-----		3
English 117—Chaucer -----		3
Physical Education 160A-----		$\frac{1}{2}$
Education 174—Principles of Junior High School Education-----		3
Education 175—Educational Psychology-----		3
Electives—		
History	}	----- 3
Language		
Home Economics		
Science		
Art		
		15 $\frac{1}{2}$
Second Semester		
English 142—Criticism -----		3
English 153—Middle English-----		3
Physical Education 160B -----		$\frac{1}{2}$
Education 191—Junior High School Procedure-----		3
Electives—		
History	}	----- 6
Language		
Home Economics		
Science		
Art		
		15 $\frac{1}{2}$

## YEAR IV

First Semester		Units
English Research	-----	3
Physical Education 161A	-----	$\frac{1}{2}$
English	-----	3
Electives—		
History	} -----	9
Language		
Home Economics		
Science		
Art		
Education		
Sociology		
Education 192A-B—(J.H.) Directed teaching	-----	4
		<hr/> 16 $\frac{1}{2}$
Second Semester		
English 147—Milton	-----	3
Education Elective	-----	3
English Elective	-----	3
Physical Education 161B	-----	$\frac{1}{2}$
English 199—Comprehensive Review	-----	0
Elective	-----	4
		<hr/> 13 $\frac{1}{2}$

## MINOR IN ENGLISH

Lower Division	-----	6 or 9 units
English 18A and 18B—Composition	-----	6 units
English 27 or 28—Journalism, or		
English 38—Advanced Composition, or		
English 44—Play Production, or		
English 82A or 82B—Literature Survey, or		
English 81—American Literature	-----	3 units
Upper Division	-----	12 or 9 units
Selection from courses numbered above 100.		
Total	-----	<hr/> 18 units



## DESCRIPTION OF ENGLISH COURSES

Webster's Collegiate Dictionary is recommended for all courses in the English Department.

### **English X. (noncredit).**

English X is the course prescribed for students who have received unsatisfactory grades in the English A examination at entrance. The fee is ten dollars (to be repeated each time the student takes the course).

## LOWER DIVISION COURSES

### **English 15A-B. Public Speaking (3-3).**

Practice in oral rhetoric; exposition and argumentation; organization and presentation of suitable platform speeches.

### **English 18A-B. Freshman Composition (3-3).**

A study of the mechanics of composition; constant practice in theme writing; an attempt to develop good taste and an adequate expression in English; assigned readings; personal conferences.

Second-year English presupposes the obtaining of a satisfactory grade in English 18A-B; otherwise, the permission of the department must be secured before enrollment.

### **English 27. News Writing (3).**

Principles of news writing. Practice in reporting for college weekly and for daily newspapers. Some consideration of the history of journalism and of the organization of the modern newspaper.

### **English 28. Feature Writing (3).**

Practice in writing interview stories, human interest stories and magazine articles. Consideration of the writing market, the contest field, and the correct preparation of manuscripts.

### **English 38A-B. Advanced Composition (3-3).**

For students who have a satisfactory grade in Freshman Composition, and who desire further development in writing. No assigned lessons, exercises, or texts. The student must submit at least five original articles, essays or stories, each of approximately 3000 words, during the semester. Initiative rests solely with the student; the instructor restricts himself to criticism and advice. This course may be taken as an Upper Division subject; it may also be repeated for credit.

### **English 44A-B. Play Production (3-3).**

The study and production of plays, supplemented by lectures, readings, and reports. Practice in directing, producing, and participating in classroom productions. One lecture (two hours) and one three-hour laboratory period a week.

### **English 81. American Literature (3).**

A general survey of American literature, with detailed attention to the more important writers in the colonial and national periods.

**English 82A-B. English Literature (3-3).**

A historical survey of the classics of English literature, with special attention to the rise and evolution of typical literary forms, and of their relation to political, economic, and cultural backgrounds.

(Not offered 1932-1933.)

**English 83. Short Story (3).**

The reading of some of the classics in this field; the elaboration of plots and the writing of short stories based upon material developed by the members of the class. Prerequisite: A grade of at least B in English 18A-B.

**UPPER DIVISION COURSES****English 117. Chaucer (3).**

The poems of Chaucer, with special attention to *The Canterbury Tales*, and the *Troilus and Criseyde*; important contemporary writers.

(Not offered 1932-1933.)

**English 120. Current Drama (3).**

Inheritance from the previous generations of dramatists; experimentation versus orthodox drama; playwrights, actors, publishers, and producers; who sets the standards; the psychology of the audience; the present dramatic outlook in Europe and America.

**English 121. Shakespeare (3).**

Rapid reading of at least 15 of the most important plays, chosen in chronological order, from the Shakespearean canon. Lectures, discussions, weekly reports, and special assignments. This course is required of all English majors.

(Not offered 1932-1933.)

**English 122. Shakespeare (3).**

Intensive study of the most important Shakespearean plays. This course should follow English 121.

**English 123. The Modern Novel (3).**

The reading of representative English novels, in historical sequence, from More's *Utopia* to Butler's *The Way of All Flesh*. A few typical American works of fiction will be included.

**English 140. Comparative Literature (3).**

Lectures and assigned readings of some of the world's literary masterpieces in translation, both ancient and modern. The material used will vary from year to year.

**English 142. Introduction to Criticism (3).**

A chronological study in the literature of English and American criticism, with readings from Dryden, Coleridge, Pater, Shaw, Spangran, Mencken, and others. Consideration will be given to the theories of Tolstoi, Brandes, France, Schopenhauer, Hoyt, Croce, and other modern critics.

**English 147. Dante and Milton (3).**

A rapid survey of the epic as developed by Homer, Virgil, Dante, and Milton; an intensive study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*; Milton as a writer of prose; his influence on the thought and poetry of succeeding generations; the modern epic.

**English 148. Age of Johnson (3).**

English literature from 1740–1798: Dr. Johnson and his circle; the conflict between Neo-Classicism and Romanticism.

**English 153. Middle English (3).**

Grammar and translation of selected passages.

**English 160. Bible as Literature (3).**

Representative parts of the Old and New Testaments studied as literature.

**English 163. Current Problems in Contemporary Literature (3).**

A survey of contemporary literature as it reveals the social, ethical and aesthetic attitudes of today. The reading in this course will be based upon novels, plays, essays, and poems.

**English 164. Problems in Post-War Thought (3).**

Consideration of some of the problems that have become insistent in the life of the world since the close of the World War. The reading in this course will include non-fictional material.

**English 180. Nineteenth Century Poetry (3).**

The philosophic theories, expressed and implied, in the great writers of the last century; their attitude toward mysticism, free will, mechanism, materialism, fate, idealism, etc.

(Not offered 1932–1933.)

**English 187. Children's Literature (2).**

Sources of juvenile literature; folk tales; histories, scientific and geographical tales; modern children's stories; reorganization of typical examples into good dramatic form; the pageant as an outgrowth of folk-culture.

(Not offered 1932–1933.)

**English 195. Seminar (Honor Course) Credits to be arranged.**

The English seminar is planned for independent study and research for such students who, in the opinion of the English department, are deemed equal to its demand. *Eligibility.*—Enrollment is possible only through invitation of the department and not through the choice of the student. Generally speaking, those undergraduates will be considered who have obtained at least their junior standing, and who are in the upper quartile. No definite number of units can be stated for this work, these varying with the demands of individuals.

**English 198. Comprehensive Review. Credits to be arranged.**

This course is intended only for Juniors and Seniors who are candidates for the A.B. degree. It consists of examinations, oral and written, as the department may determine. No student will be recommended for graduation who has not worked seriously in this class.

## FOREIGN LANGUAGES

---

Eda Ramelli, M.A.  
Charles Robson, B.A.

### FRENCH

#### LOWER DIVISION COURSES

**French 1A-B** *Elementary French* (5-5).

Essentials of the grammar, conversation, reading, composition. Conducted in French.

**French 2A.** *Intermediate French* (3).

Advanced grammar, composition. Reading of French prose and discussion in French. Prerequisite: Course 1B or three years of high school French. Two years of high school French with grades of A or B may sometimes be accepted.

**French 2B.** *Intermediate French* (3).

Continuation of course 2A. Prerequisite: Course 2A.

**French 40A-B.** *Directed Reading* (2-2).

Prerequisite: Course 2B or four years of high school French.

#### UPPER DIVISION COURSES

**French 101A-B.** *Conversation and Composition* (2-2).

**French 112A-B.** *Advanced French* (3-3).

Reading and discussion in the foreign language of Nineteenth Century French drama, novel, and poetry.

**French 140A-B.** *Directed Reading* (2-2).

### SPANISH

#### LOWER DIVISION COURSES

**Spanish 1A-B.** *Elementary Spanish* (5-5).

Essentials of the grammar, conversation, reading, composition. Conducted in Spanish.

**Spanish 2A.** *Intermediate Spanish* (3).

Advanced grammar, composition. Reading of Spanish prose and discussion in Spanish. Prerequisite: Course 1B or three years of high

school Spanish. Two years of high school Spanish with grades of A or B may sometimes be accepted.

**Spanish 2B. Intermediate Spanish (3).**

Continuation of course 2A. Prerequisite: Course 2A.

**Spanish 50A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school Spanish.

**UPPER DIVISION COURSES**

**Spanish 102A-B. Conversation and Composition (2-2).**

**Spanish 110A-B. Advanced Spanish (3-3).**

Reading and discussion in the foreign language of Nineteenth Century Spanish novel, drama, and poetry.

**Spanish 150A-B. Directed Reading (2-2).**

**MINORS IN FOREIGN LANGUAGE**

These departments have not as yet a major curriculum. They do, however, offer minors as follows:

**FRENCH**

**Lower Division—**

Four years of high school work (5 hours per week) in French or College courses as follows:

French 1A-B—Elementary French .....10 units

French 2A-B—Intermediate French ..... 6 units

It is suggested that the student take in addition at least one semester of Lower Division directed reading.

French 40A or 40B—Directed Reading..... 2 units

Upper Division .....10 units

French 101A-B—Conversation and Composition... 4 units

French 112A-B—The Nineteenth Century..... 6 units

**SPANISH**

**Lower Division—**

Four years of high school work (5 hours per week) in Spanish, or college courses as follows:

Spanish 1A-B—Elementary Spanish .....10 units

Spanish 2A-B—Intermediate Spanish ..... 6 units

It is suggested that the student take in addition at least one semester of Lower Division directed reading.

Spanish 50A or 50B—Directed Reading..... 2 units

Upper Division .....10 units

Spanish 102A-B—Conversation and Composition... 4 units

Spanish 110A-B—The Nineteenth Century..... 6 units



## HOME ECONOMICS DEPARTMENT

Charlotte P. Ebbets.  
 Alice V. Bradley, M.A.  
 Edith O. Churchill, B.A.  
 Florence L. Clark, M.A.  
 Winifred M. Frye, B.S.

### 1. General Requirements for Graduation with a Major in Home Economics.

- a. Candidates for degrees and credentials with a major in Home Economics, as in all other departments in this college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics and American Constitution, which are set forth in detail on pages 26-28.

### 2. Specific Requirements for Home Economics Majors.

- a. Required units in Education----- 15

b. Minors.

Each candidate for graduation with a major in Home Economics Education may complete two minors selected from the following fields:

Art	Physical Education
English	Science
History	Junior High School Education

### c. Required Lower Division Courses for a major in Home Economics.

	Units
Art 1—Design and Color-----	2
English 18A-B—English Composition-----	6
History 2A-B—History of Modern Europe-----	6
Political Science 1B—American Government-----	3
Sociology 1—Elementary Sociology-----	3
Psychology 1—General Psychology-----	3
Science 1A-B—Inorganic Chemistry-----	6
Science 5—Organic Chemistry-----	3
Science 50A-B—Physiology and Bacteriology-----	6
Science 100—Physiological Chemistry *-----	3
Home Economics 1-2—Food Study-----	6
Physical Education 1A-B; 1C; 2-----	2
Home Economics 90—Study of Textiles-----	2
Home Economics 10X—Large Quantity Cookery-----	1
Education 57—Introduction to the Study of Education-----	3
Economics 1A—Principles of Economics-----	3

\* This counts as Lower Division work in Home Economics.

	Units
Home Economics Elective.....	3
Home Economics 4A-B—Household Management.....	2
<i>d. Required Upper Division Courses for a Major in Home Economics.</i>	
Physical Education 160A-B, 161A-B.....	2
Education 175—Educational Psychology .....	3
Education 190A-B (Home Economics)—Teaching Methods in Household Science and Art.....	4
Education 192A-B (Home Economics)—Directed Teaching....	4
Education 173—Secondary Education .....	2
Art 105—Costume Design .....	2
Art 103—House Design .....	2
Art 114—Interior Decoration and House Furnishing.....	2
Art 102—Weaving .....	2
Art 110—Art Needlework .....	1
Science 101A—Textile Chemistry .....	2
Science 101B—Food Chemistry .....	2
Home Economics 108—Survey of Home Economics.....	2
Home Economics 105—Household Administration .....	2
Home Economics 103A-B—Dietetics and Nutrition.....	5
Home Economics 107A-B—Demonstration and Serving.....	3
Home Economics 132—Home Gardening and Landscaping....	1
Home Economics 106A-B—Home Nursing and Child Care....	4
Home Economics 102Y-Z—Large Quantity Cookery.....	2
Home Economics 130—Practice House .....	2
Elective .....	2
Home Economics 101A-B—Study of Clothing.....	6
Home Economics 112—Millinery .....	2
Home Economics 110A-B—Advanced Clothing .....	4
English 122—Shakespeare .....	3

### Credential.

Upon the completion of the four-year course in Home Economics, the student is granted in addition to the B.A. degree, the state credential to teach all such subjects as are listed under the so-called Science phase of Home Economics, such as Foods and Nutrition, Health and Care of the Child, House Administration and Management, Home Nursing and Hygiene, and Gardening and Landscaping, as well as those subjects as are listed under the Art phase of Home Economics, such as Plain and Advanced Sewing, Dressmaking, Tailoring, Millinery, and Textiles.

### Pre-Secondary Degree Courses.

These courses have the standard Lower Division requirements. The divergence comes in the Upper Division. The Majors do not cover the State requirements for special certification, which is 50 units. These Majors require only 32 units. Practice Teaching may be eliminated and requirements in Education may be reduced to 12 units. It is possible in these Majors to select work with different objectives e.g., leading towards specialization in Dietetics and Nutrition, Textiles, Home Making, Institutional Management, Health, etc.

If it is later desired, a general secondary credential covering teaching requirements may be secured by an additional year of study at a college or university authorized to grant this credential.

SUGGESTED FOUR-YEAR PROGRAMS FOR DEGREE  
CURRICULA WITH A MAJOR IN HOME  
ECONOMICS EDUCATION

1. Curriculum Leading to an A.B. Degree and a Special Secondary  
Credential in Home Making.

LOWER DIVISION

YEAR I

First Semester

	Units
Sociology 1A—Elementary Sociology-----	3
History 2A—History of Modern Europe-----	3
English 18A—English Composition-----	3
Science 1A—Inorganic Chemistry-----	3
Science 50—Physiology -----	3
Physical Education 1A-----	1½

15½

Second Semester

Sociology 2B—Advanced Sociology, or	
History 2B—History of Europe-----	3
English 18B—English Composition-----	3
Education 57—Introduction to the Study of Education-----	3
Science 1B—Inorganic Chemistry -----	3
Science 50B—Physiology and Bacteriology -----	3
Physical Education 1B-----	1½

15½

YEAR II

First Semester

Psychology 1—General Psychology -----	3
Art 1—Design and Color -----	2
Home Economics 1—Elementary Food Study-----	3
Home Economics 4A—Household Management (Cleaning)-----	1
Science 5—Organic Chemistry -----	3
Home Economics 91—Study of Textiles -----	2
Home Economics 105—Household Administration -----	2
Physical Education 1C-----	1½

16½

## Second Semester

Units

Home Economics 10X—Large Quantity Cookery-----	1
Home Economics 2—Advanced Food Study-----	3
Home Economics 4B—Household Management (Laundry)-----	1
Political Science 1B—American Government (Constitution)-----	3
Art 105—Costume Design-----	2
Science 100—Physiological Chemistry-----	3
Art 114—Interior Decoration—House Furnishing-----	2
Home Economics 132—Home Gardening and Landscaping-----	1
Physical Education 2-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## UPPER DIVISION

## YEAR III

## First Semester

English 122—Shakespeare-----	3
Home Economics 101A—First Principles of Clothing-----	3
Education 175—Educational Psychology-----	3
Art 103—House Design-----	2
Art 102A—Weaving-----	1
Science 101A—Textile Chemistry-----	2
Home Economics 103A—Elementary Dietetics and Nutrition-----	3
Physical Education 160A-----	$\frac{1}{2}$
	<hr/> 17 $\frac{1}{2}$

## Second Semester

Home Economics 107A—Demonstration of Foods-----	1
Home Economics 101B—First Principles of Clothing-----	3
Education 190 H.E.—Teaching Methods (Household Science)-----	2
Education 190B H.E.—Teaching Methods (Household Art)-----	2
Art 110—Art Needlework-----	1
Science 101B—Food Chemistry-----	2
Home Economics 103B—Advanced Dietetics and Nutrition-----	2
Home Economics 107B—History of Table Appointments and Serving-----	2
Art 102B—Weaving-----	1
Physical Education 160B-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## YEAR IV

## First Semester

	Unit
Home Economics 130—Practice House-----	2
Home Economics 110A—Advanced Clothing (Wool)-----	2
Education 192 H.E.—Directed Teaching (H.S)-----	2
Home Economics 106A—Health and Child Care-----	2
Home Economics 106B—Home Nursing and Hygiene-----	2
Education 173—Secondary Education-----	2
Home Economics 102Y—Large Quantity Cookery-----	1
Physical Education 161A-----	$\frac{1}{2}$
	<hr/> 13 $\frac{1}{2}$

## Second Semester

Home Economics—Elective Tailoring or Institutional Management--	2
Home Economics 110B—Advanced Clothing (Silk)-----	2
Education 192B—Directed Teaching (H.A)-----	2
Home Economics 108—Home Economics Survey-----	2
Home Economics 102Z—Large Quantity Cookery-----	1
Home Economics 112A-B—Millinery or Advanced Textiles-----	2
Physical Education 161B-----	$\frac{1}{2}$
	<hr/> 11 $\frac{1}{2}$
Total-----	124

**SUGGESTED PRE-SECONDARY CURRICULA LEADING TO A  
DEGREE WITH A MAJOR IN HOME ECONOMICS  
EDUCATION**

**Pre-Secondary Curriculum I, Nutrition and Health**

**LOWER DIVISION**

**YEAR I**

**First Semester**

	Units
Sociology 1A—Elementary Sociology-----	3
History 2A—History of Modern Europe-----	3
English 18A—English Composition-----	3
Science 50A—Physiology-----	3
Science 1A—Inorganic Chemistry-----	3
Physical Education 1A-----	$\frac{1}{2}$

**15½**

**Second Semester**

Sociology 1B—Elements of Sociology, or	
History 2B—History of Europe-----	3
English 18B—English Composition-----	3
Education 57—Introduction to the Study of Education-----	3
Science 50B—Physiology and Bacteriology-----	3
Science 1B—Inorganic Chemistry-----	3
Physical Education 1B-----	$\frac{1}{2}$

**15½**

**YEAR II**

**First Semester**

Psychology 1—General Psychology-----	3
Art 1—Design and Color-----	2
Economics 1A—Principles of Economics-----	3
Home Economics 1—Elementary Food Study-----	3
Home Economics 4A—Household Management (Cleaning Processes)	1
Home Economics 90—Study of Textiles-----	2
Science 5—Organic Chemistry-----	3
Physical Education 1C-----	$\frac{1}{2}$

**17½**

**Second Semester**

Political Science 1B—American Government (Constitution)-----	3
Home Economics 10X—Large Quantity Cookery-----	1
Home Economics 2—Advanced Food Study-----	3
Home Economics 4B—Household Management (Laundry)-----	1
Science 100—Physiological Chemistry-----	3
Art 114—Interior Decoration and House Furnishing-----	2
Science 103—Advanced Organic Chemistry-----	3
Physical Education 2-----	$\frac{1}{2}$

**16½**



## UPPER DIVISION

## YEAR III

## First Semester

	Units
English 122—Shakespeare .....	3
Education 175—Educational Psychology .....	3
Home Economics 102Y—Large Quantity Cookery .....	1
Art 103—House Design .....	2
Home Economics 103A—Elementary Dietetics and Nutrition .....	3
Science 101A—Textile Chemistry .....	2
Home Economics 105—Household Administration .....	2
Physical Education 160A .....	$\frac{1}{2}$

16 $\frac{1}{2}$ 

## Second Semester

Home Economics 107A—Demonstration of Foods .....	1
Home Economics 107B—History of Table Appointments and Serving .....	2
Education 190 H.E.—Teaching Methods (Science) .....	2
Home Economics 103B—Advanced Dietetics and Nutrition .....	2
Home Economics 108A—Home Economics Survey (Historical) .....	1
Science 101B—Food Chemistry .....	2
Home Economics 104—Experimental Cookery .....	2
Home Economics 102Z—Large Quantity Cookery .....	1
Home Economics—Elective .....	3
Physical Education 160B .....	$\frac{1}{2}$

16 $\frac{1}{2}$ 

## YEAR IV

## First Semester

Home Economics—Elective .....	2
Home Economics 130—Practice House .....	2
Education 192 H.E.—Directed Teaching .....	2
Home Economics 106A—Health and Child Care .....	2
Home Economics 106B—Home Nursing and Hygiene .....	2
Education 173—Secondary Education .....	2
Home Economics 134—Administration of Institutions (Lecture) .....	2
Home Economics 136—Lunchroom Supervision .....	2
Physical Education 161A .....	$\frac{1}{2}$

16 $\frac{1}{2}$ 

## Second Semester

Home Economics 140—Hospital Dietetics .....	2
Home Economics 135—Institutional Problems .....	2
Home Economics 137—Lunchroom Management .....	2
Home Economics—Elective .....	3
Physical Education 161B .....	$\frac{1}{2}$

9 $\frac{1}{2}$ 

Total.....124

## Pre-Secondary Curriculum II, Textiles and Clothing

## LOWER DIVISION

## YEAR I

## First Semester

	Units
Sociology 1A—Elementary Sociology-----	3
History 2A—History of Modern Europe-----	3
English 18A—Composition-----	3
Science 50A—Physiology-----	3
Science 1A—Inorganic Chemistry-----	3
Physical Education 1A-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

## Second Semester

Sociology 1B—Advanced Sociology or	
History 2B—History of Europe-----	3
English 18B—Composition-----	3
Elective—Free-----	3
Science 50B—Physiology and Bacteriology-----	3
Science 1B—Inorganic Chemistry-----	3
Physical Education 1B-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

## YEAR II

## First Semester

Education 57—Introduction to the Study of Education-----	3
Art 1—Design and Color-----	2
Elective-----	3
Home Economics 90—Study of Textiles-----	2
Home Economics 101A—First Principles of Clothing-----	3
Home Economics 10—Nutrition and Health-----	2
Art 12—Lettering-----	1
Physical Education 1C-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## Second Semester

Psychology 1—General Psychology-----	3
Home Economics 4B—Household Management (Laundry)-----	1
Political Science 1B—American Government (Constitution)-----	3
Art 105—Costume Design-----	2
Art 114—Interior Decoration and Home Furnishing-----	2
Home Economics 101B—First Principles of Clothing-----	3
Elective-----	2
Physical Education 2-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## UPPER DIVISION

## YEAR III

## First Semester

	Units
English 121—Shakespeare .....	3
Education 175—Educational Psychology .....	3
Art 103—House Design .....	2
Art 102A—Weaving .....	1
Science 103—Science of Dyeing .....	2
Home Economics 105—Household Administration .....	2
Home Economics 110A—Advanced Clothing .....	2
Physical Education 160A .....	$\frac{1}{2}$

15½

## Second Semester

English—Elective .....	3
Art 110—Art Needlework .....	2
Art 102B—Weaving .....	1
Home Economics 121—Advanced Textiles .....	2
History—Elective .....	3
Education 177—Growth and Development of the Child .....	2
Home Economics 110B—Advanced Clothing (Silk) .....	2
Physical Education 160B .....	$\frac{1}{2}$

15½

## YEAR IV

## First Semester

Education 173—Secondary Education .....	2
Science 101A—Textile Chemistry .....	2
Home Economics 120—Dressmaking .....	3
Art 118A—Art Appreciation .....	1
Education 159—Home Background and Parent Education .....	2
English 187—Children's Literature .....	2
Physical Education 161A .....	$\frac{1}{2}$
Home Economics Elective .....	2

14½

## Second Semester

Home Economics 120B—Tailoring .....	3
Science 102—Advanced Textile Chemistry .....	2
Home Economics 108—Home Economics Survey .....	1
Home Economics 112—Millinery .....	2
Art 118B—Art Appreciation .....	1
Art 102C—Advanced Weaving .....	2
English—Elective .....	3
Physical Education 161B .....	$\frac{1}{2}$

14½

Total .....

124

## MINORS—HOME ECONOMICS

I. Domestic Science.		Units
Lower Division -----		7 units
Home Economics 1—Elementary Food Study-----	3	
Home Economics 4A-B—Household Management ----	2	
Home Economics 10—Nutrition and Health-----	2	
	7	
Upper Division -----		9 units
Home Economics—Household Administration -----	2	
Home Economics 107B—Table Service -----	2	
Home Economics 106B—Home Nursing and Hygiene--	2	
Home Economics 132—Home Gardening -----	1	
Education 190A—(Home Economics)—Teaching		
Methods -----	2	
	9	
Prerequisites :		
Science 5—Organic Chemistry -----	3	
Science 51A-B—Physiology and Bacteriology-----	6	
	9	
		16 units
II. Domestic Art.		
Lower Division -----		6 units
Home Economics 101A—First Principles of Clothing	3	
Home Economics 90—Study of Textiles-----	2	
Home Economics 4B—House Management (Laundry)	1	
	6	
Upper Division -----		9 units
Home Economics 101B—First Principles of Clothing--	3	
Home Economics 112—Millinery -----	2	
Home Economics 115—Budgeting -----	2	
Education 190B—(Home Economics)—Teaching		
Methods -----	2	
	9	
Prerequisites :		
Science 103—Science of Dyeing-----	2	
Art 1—Design and Color-----	2	
Art 110—Art Needlework -----	1	
	5	
		14 units

A student from any of the departments may make a choice between the Science or Art phase of Home Economics, but in either case can not satisfy the prerequisite subjects.

## DESCRIPTIONS OF COURSES IN HOME ECONOMICS

### Household Science

#### LOWER DIVISION COURSES

##### **Home Economics 1. Elementary Food Study (3).**

Lecture, recitation, and laboratory practice. This course involves technical work in cookery based upon scientific principles, together with study of foods from the historical, economic, and nutritive standpoints. The special aim is to acquaint the prospective teacher with correct methods of conducting food study and work in school training for the home. Prerequisites: One year of Inorganic Chemistry (6 units) and one year of Physiology and Bacteriology (6 units).

##### **Home Economics 2. Advanced Food Study (3).**

Lecture, recitation, and laboratory practice. This course is a continuation of course 1, with elaboration of processes. It includes practical work in food preservation as well as in the preparation of simple diets for invalids. Prerequisites: Organic Chemistry; Bacteriology.

##### **Home Economics 10. Nutrition and Health (2).**

Lectures designed for the general professional students and housewives. The course includes a study of the essentials of a balanced diet for children and adults; school lunches; digestion; excretions and elementary metabolism; malnutrition, its causes, symptoms, and remedies. No prerequisites.

##### **Home Economics 10X. Large Quantity Cookery (1).**

##### **Home Economics 4A-B. Household Management (2).**

Lecture and laboratory practice. This course treats of the various types of household activities involved in the care and upkeep of the household, including the study of cleansing agents; the systematic planning of the daily routine, including also the processes of laundering and the study of laundry equipment; a study of the efficiency and comparative cost of different cleansing agents. Prerequisite: Inorganic, Organic and Textile Chemistry and Bacteriology.

#### UPPER DIVISION COURSES

##### **Home Economics 102Y-Z. Large Quantity Cookery (1-1).**

This course enables every student in the department to gain the necessary experience in purchasing supplies, arranging menus, and preparing food in large quantities for school lunchrooms. Each student assists in turn with the preparation of the noon meal at the college cafeteria. Practical administration problems require that this course be divided in three sections known as X, Y, and Z. Prerequisites: Courses 1, 103A-B.

##### **Home Economics 103A-B. Dietetics and Nutrition (3-2).**

Lecture, recitation, and laboratory practice. These courses involve the study of nutrition based upon the physical needs of the individual.

ngly or in groups, according to mode of living, occupation, and income; under conditions of usual health, or when suffering from various physical disorders. Prerequisites: Courses 1 and 2; Organic Chemistry; Physiological Chemistry.

**Home Economics 104. Experimental Cookery (2).**

**Home Economics 105 Household Administration (2).**

Lectures and problems. This course deals with household accounting and economics of the home. It accepts housekeeping and home making as a profession, and considers divisions of income; necessity for and practical methods of keeping individual accounts; high cost of living with suggestions as to the probable causes and possible methods of reformation; the cost of materials and labor involved in furnishing and maintaining a home.

**Home Economics 106A. Child Care and Health (2).**

Designed for those preparing to give instruction in the care of children. Study is made of the causes and effects of malnutrition; height and weight standards; methods of judging nutrition, and the laws of health. Methods by which the school can improve the health of children through activities. Prerequisite: First semester of Dietetics and Nutrition.

**Home Economics 106B. Hygiene, Home Nursing (2).**

Lectures and laboratory. This course deals with the prevention and cure of illness. Methods of rendering first aid; care of sick room, etc., and aims to fit the girl to do emergency nursing in the home.

**Home Economics 107A. Demonstration of Foods (1).**

This course is arranged to meet the growing demand for professional demonstrators in the fields of food industries and advertising; the use of special kitchen and household equipment and labor-saving devices. It offers opportunities for each student to give a detailed discussion as to the merits, methods of preparation, and use of some specific dish or piece of equipment. Prerequisites: Home Economics 1 and 2.

**Home Economics 107B. History of Table Appointments, and Meal Planning and Serving (2).**

Designed to offer an objective field for the application of the underlying principles and technique learned in the cooking laboratory together with working out good selection and combinations of foods based upon dietary principles as applied to different groups of people.

Social and table etiquette including table manners is stressed and a historical survey is made of the evolution of all table appointments. Prerequisites: Home Economics 1 and 2, and Elementary Dietetics Home Economics 103A.

**Home Economics 108. Home Economics Survey (2).**

A history of Home Economics in its educative, governmental, legal, and social development aspects, with special attention to the constructive effect of the movement on the development of the American home. Special attention is paid to the coordinating of all allied subjects with the so-called Home Economics technical subjects.



**Home Economics 109. Meal Planning (2).**

This course is designed for students from other departments in the college wishing to obtain units for a minor in Home Economics. It includes a study of proper food combinations for the making of menus, also prescribed methods of serving and rules of social etiquette. Prerequisite: Some knowledge of foods.

**Home Economics 130. House Practice (2).**

A course dealing with the problems of home making. By living for a stated period of time in the practice house in a family group the students take up in rotation the actual duties involved in good housekeeping.

**Home Economics 132. Home Gardening and Landscaping (1).**

A course designed to prepare the student with an elementary knowledge of plant life; laying out of small gardens, and gaining an appreciation of art in landscaping, through visiting the beautiful estates in the region.

**Home Economics 134. Administration of Institutions (2).**

This is a lecture course for mature students who are training for the administration of various types of institutions. Only those students are admitted to it who give evidence of sound health, good judgment, and sufficient training in food work. Prerequisite: Home Economics 1 and

**Home Economics 135. Institutional Problems (2).****Home Economics 136. Lunchroom Supervision (2).****Home Economics 137. Lunchroom Management (2).****Education 190. Home Economics Teaching Methods, Household Science.**

See page 56, Education Courses.

**Education 192. Home Economics Directed Teaching, Household Science.**

See page 58, Education Courses.

**Household Art.****LOWER DIVISION COURSES****Home Economics IX Principles of Sewing for Institutions (2).**

This course is designed for students training for the administration of institutions, and takes up the study of problems of special interest to them, such as: a study of textiles for the household; problems in mending, selection and making up of household linens, etc. Some discussion concerning personal clothing is also included.

**Home Economics 90. Textiles (2).**

Development of the textile industry from primitive times to the present; study of the important fibres and materials made from them; art and economic consideration in selecting and purchasing of materials for clothing and household furnishings.

## UPPER DIVISION COURSES

**Home Economics 101A-B. First Principles of Clothing (3-3).**

A study of clothing based upon needs as brought out by a study of the clothing budget. Emphasis is laid upon selection, purchase, suitability, and care of clothing. Making of garments of simple construction, involving the use of cotton and linen materials. Discussion and making up of problems in household sewing. The course is designed primarily for the training of teachers, and methods of presenting the work in elementary and secondary schools are discussed in connection with each problem.

**Home Economics 110A. Advanced Clothing (Wool) (2).**

General consideration of the economic problems in clothing production; practice in the making of a wool dress, silk blouse, and children's dresses. The aims are: greater independence, originality, and skill in handling different materials. Prerequisite: Home Economics 101A-B.

**Home Economics 110B. Advanced Clothing (Silk) (2).**

Complicated clothing construction involving application of principles in costume design and textiles. This course reviews all the processes taken in Home Economics 101A-B and 110A. The finished problems include a silk dress, and some garment emphasizing applied design.

**Home Economics 112. Millinery (2).**

This course includes pattern work, the making and covering of wire, straw, and willow frames, covering of commercial frame, trimming of hats. Emphasis is laid upon principles of line and color harmony as applied to the individual. Prerequisite: Advanced Clothing.

**Home Economics 120A. Dressmaking (2).**

A course designed to teach advanced technique in garment construction. The course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing and the influence of color and textile values on garment making.

**Home Economics 120B. Tailoring (3).**

A continuation of advanced dressmaking. Problems are chosen with the idea of developing technique. Emphasis is placed on construction and design as well as the study of fabrics suitable for tailored garments.

**Education 190. Home Economics Teaching Methods, Household Arts (2).**

See page 56, Education Courses.

**Education 192. Home Economics Directed Teaching, Household Arts (3).**

See page 58, Education Courses.

## INDUSTRIAL EDUCATION DEPARTMENT

---

Emanuel E. Ericson, M.A.  
Fred L. Griffin, B.A.  
Florence W. Lyans, B.A.  
William W. Peters, M.A., M.S.  
Ralph Porter.  
William L. Rust.  
Roy L. Soules, B.A.  
Schurer O. Werner, B.A.

### 1. General Statement.

Courses in the Department of Industrial Education may be taken by three different groups of students:

- (1) Those taking the course leading to the B.A. degree with a major in Industrial Education or to a credential to teach Industrial Art without the degree.
- (2) Students majoring in other departments of the college in which certain courses in Industrial Education are required, or used as electives, or selected for minors.
- (3) Special students who wish to receive instruction and practice in drafting or mechanical work of various kinds for the purpose of applying the efficiency thus gained in present or future occupational activities rather than for college credit.

### 2. General Requirements for the B.A. Degree with a Major in Industrial Education and a Credential to Teach.

Upon completion of the degree course with a major in Industrial Education, the graduate is granted also a State credential entitling him to teach industrial subjects in elementary and secondary schools.

- a. Candidates for degrees with a major in Industrial Education, as in all other departments in the college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in the Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics and American Constitution, which are set forth in detail on pages 26-28.

#### b. *Technical subjects.*

Not less than 50 units of technical training must be completed for graduation. Of this total number, 20 units are specified requirements while the remaining 30 may be varied according to the interest and outlook of the individual student. This also satisfies the requirements of the State Board of Education for a credential to teach within this field.

Specific requirements:	Units
Automotive Work-----	6
Woodwork -----	3
Drawing -----	3
Electrical Construction-----	3
Machine Shop Practice-----	3
Sheet Metal Work-----	2

#### Technical Electives:

The remaining 30 units of technical subjects may be selected from the list below or made up of additional courses listed under the headings in the required group above:

#### Aeronautics:

Art-Metal Work

Battery Construction and Repair

Carpentry

Farm Mechanics

Forging and Welding

Furniture Upholstery

Home Mechanics and General Shop

Industrial Arts for Elementary Schools

Leather Work

Polychrome and Compo Work

Pattern Making and Foundry Work

Pumps and Irrigation Equipment

Wood Finishing and Painting

Printing

It is expected that at the end of the Sophomore year the student will elect to strengthen himself either in the woodworking or metal-working subjects, or in drafting, and will choose his technical subjects accordingly, under the advisership of the head of the department.

#### c. Minors.

Students majoring in Industrial Education may complete a minor in one of the following:

Art, History, English, Physical Education.

#### d. Lower Division. Specific requirements.

Required Lower Division subjects for a major in Industrial Education:

	Units
Psychology 1—General Psychology-----	3
Physiology 50A—B—Human Physiology-----	6
English 18A—B—English Composition-----	6
Physical Education 51A—B, 51C and 52-----	4
Geography 1—Geography-----	3
Economics 2—Economics-----	3
Political Science 1B—Political Science-----	3
Science 1A—Inorganic Chemistry-----	3
Science 6—Applied Science-----	3
Mathematics 11—Applied Mathematics-----	2

Technical subjects required in the Lower Division :		Units
Industrial Education 1—Freehand Drawing -----		2
Industrial Education 11—Foundations of Woodwork-----		3
Industrial Education 2—Instrumental Drawing * -----		3
Industrial Education 3—Architectural Drawing -----		3
Industrial Education 4—Machine Drawing -----		3
Industrial Education 31—Machine Shop Practice-----		3

### 3. Upper Division Requirements.

The following professional work is required for a degree in Industrial Education :

Education 57—Introduction to the Study of Education-----	3
Education 175—Educational Psychology -----	3
Education 173—Secondary Education -----	2
Education 191 (Industrial Education)—Vocational Education	2
Education 191 (Industrial Education)—Study of Occupations	3
Education 143 (Industrial Education)—Educational and Vocational Guidance -----	2
Education 191 (Industrial Education)—Content and Materials in Industrial Education-----	2
Education 190 (Industrial Education)—Teaching Problems in Industrial Education -----	3
Education 192 (Industrial Education)—Directed Teaching---	5

Technical courses required :

Students will select a sufficient number of technical courses to complete the total of 50 units of technical work required for graduation. The subjects will be chosen in suitable groupings in consultation with the head of the department. The following suggested program indicates the subject requirements for the degree course both for Upper and Lower Divisions.

---

\* Students who have completed one year or more of mechanical drawing in high school and who show satisfactory accomplishment in this subject will receive credit for course 2, but this will not thereby reduce the total requirements for the degree.



# SUGGESTED FOUR-YEAR PROGRAM FOR THE DEGREE COURSE WITH A MAJOR IN INDUSTRIAL EDUCATION

## LOWER DIVISION

### YEAR I

#### First Semester

	Units
Geography 2—Geography or	
Sociology 1—Sociology-----	3
Physiology 50A—Physiology-----	3
English 18A—Composition-----	3
Physical Education 51A-----	$\frac{1}{2}$
Industrial Education 1—Freehand Drawing-----	2
Industrial Education 11—Bench Woodwork and Turning-----	3
	<hr/>
	14 $\frac{1}{2}$

#### Second Semester

Political Science 1B—American Government (Constitution)-----	3
Physiology 50B—Human Physiology-----	3
English 18B—Composition-----	3
Physical Education 51B-----	$\frac{1}{2}$
Industrial Education 3—Architectural or Mechanical Drawing*-----	3
Industrial Education 12—Machine Woodwork and Cabinet Construction-----	3
	<hr/>
	15 $\frac{1}{2}$

### YEAR II

#### First Semester

Economics 1A—Principles of Economics-----	3
Mathematics 11—Applied Mathematics-----	2
Physical Education 51C-----	$\frac{1}{2}$
Industrial Education 4—Machine Drawing-----	3
Science 1A—Inorganic Chemistry-----	3
History 180—Industrial History of the United States-----	3
	<hr/>
	14 $\frac{1}{2}$

#### Second Semester

Psychology 1—General Psychology-----	3
Education 57—Introduction to the Study of Education-----	3
Science 6—Applied Science-----	3
Physical Education 52-----	$\frac{1}{2}$
Industrial Education 31—Machine Shop-----	3
Elective (not Industrial Education courses)-----	3
	<hr/>
	15 $\frac{1}{2}$

\* Instrumental Drawing is a prerequisite for Architectural Drawing. One year or more of mechanical drawing in high school will satisfy the prerequisite provided such students show satisfactory accomplishments in the subject.



## UPPER DIVISION

## YEAR III

First Semester	Units
Education 175—Educational Psychology-----	3
Industrial Education 130—Electrical Construction-----	3
Industrial Education 134—Fundamentals of Automotive Machinery-----	3
Physical Education 160A-----	$\frac{1}{2}$
Elective Shopwork*-----	5
Elective (not Industrial Education courses)-----	2
	<hr/> 16 $\frac{1}{2}$

## Second Semester

Industrial Education 113—Sheet-Metal Work-----	2
Education 191 (Industrial Education)—Vocational Education-----	2
English 15B—Public Speaking-----	2
Industrial Education 135—Internal Combustion Engine-----	3
Elective (not Industrial Education courses)-----	2
Elective Shopwork*-----	5
Physical Education 160B-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## YEAR IV

## First Semester

Education 173—Secondary Education-----	2
Elective (not Industrial Education courses)-----	2
Education 191 (Industrial Education)—Study of Occupations-----	2
Education 191 (Industrial Education)—Content and Materials-----	2
Education 192 (Industrial Education)—Directed Teaching-----	2
Elective Shopwork*-----	5
Physical Education 161A-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

## Second Semester

Education 190 (Industrial Education)—Teaching Problems-----	3
Education 143—Educational and Vocational Guidance-----	2
Education 192 (Industrial Education)—Directed Teaching-----	3
Elective Shopwork*-----	7
Physical Education 161B-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

Total-----124 units

A minimum of two months (416 clock hours) of practical garage experience in addition to the 124 units of college work is required for the long term credential to teach automobile mechanics.

A minimum of not less than 8 units of college work plus not less than 416 clock hours of practical experience in a commercial shop are required for certification in printing.

\* The elective shopwork throughout the course must be selected under the approval of the head of the department. These electives will be chosen with reference to the student's major interest within this field.

#### 4 Courses Leading to a Limited Credential in Industrial Arts Education.

(A course open to persons with trade experience)

##### a. Entrance requirements:

- (1) Minimum and maximum age limits for entrance, 24 to 45.
- (2) Graduation from a four-year high school or its equivalent.
- (3) Not less than five years of practical experience in an approved trade.
- (4) Successful passing of trade and aptitude tests as provided by the college.

##### b. Training required:

Not less than one year of special teacher-training, consisting of a minimum of 30 units, distributed approximately as follows:

	Units
Educational Psychology-----	3
Vocational Guidance-----	2
Teaching Problems in Industrial Education-----	3
Practice Teaching-----	4
Related Mathematics and Science-----	3
Drawing and Design-----	4
Related Shopwork-----	5
English-----	3
Social Science-----	3
Total minimum requirements-----	30

Upon successful completion of this course, the student is granted upon the recommendation of the college, a State credential to teach a limited range of shopwork in secondary schools. This credential may be broadened from time to time upon completion of additional requirements.

#### 5. Special Credential for Teaching Farm Mechanics.

By taking a course of 10 units in Farm Mechanics, approved by the State Supervisor of Agricultural Education, students who have completed 40 units of the required technical work will receive in addition to their credential in Industrial Arts Education, a special credential in Farm Mechanics entitling them to teach Farm Mechanics to classes in Vocational Agriculture organized under the Federal and State Vocation Education Acts.

#### 6. Work Leading to Credential in Supervision.

Persons who hold the credential for teaching Industrial Arts Education and who have had at least 17 months of successful teaching experience may obtain the credential in Special Supervision within this field by taking the following courses:

- a. Four semester units of work selected from the least two of the following courses (Growth and Development of the Child required).
  - (1) Growth and Development of the Child.
  - (2) Philosophy of Education.

- (3) History of Education in the United States.  
 (4) Social Value of the Special Field in Which Supervision Is to Be Done.
- b. Six semester units of work selected from the following group (Organization, Objectives, and Supervision of Instruction in Industrial Education required):
- (1) Organization, Objectives, and Supervision of Instruction in Industrial Education.
  - (2) Tests and Measurements in the Special Field.
  - (3) Problems of Supervision in Industrial Education.
  - (4) Vocational Guidance.
- For further information about this credential see State Board of Education Bulletin H-2.

### MINORS IN INDUSTRIAL EDUCATION

#### Minor in Mechanical Drawing.

	Units
Lower Division-----	11
Industrial Education 2—Instrumental Drawing-----	2
Industrial Education 4—Elementary Machine Drawing-----	3
Industrial Education 3—Elementary Architectural Drawing--	3
Industrial Education 11—Foundations of Woodworking-----	3
Upper Division-----	7
Industrial Education 104—Related Mechanical Drawing-----	2
Industrial Education 148—Teaching Problems in Industrial Arts Education -----	3
Industrial Education 144—General Metal Shop-----	2

#### Minor in Woodwork.

Lower Division-----	11
Industrial Education 1—Elementary Freehand Drawing----	2
Industrial Education 2—Instrumental Drawing-----	3
Industrial Education 11—Bench Woodwork-----	3
Industrial Education 10—Elementary Furniture Construction--	3
Upper Division-----	7
Industrial Education 108—Advanced Cabinet Making and Mill- work -----	3
Industrial Education 148—Teaching Problems in Industrial Arts Education-----	2
Industrial Education 142—Study of Occupations, or	
Industrial Education 143—Vocational Guidance-----	2

#### Minor in Industrial Arts for Elementary Schools.

Lower Division-----	9
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 22—Elementary Woodwork-----	2
Industrial Education 2—Instrumental Drawing-----	3
Art 19A—Public School Art-----	2

Upper Division-----	9
Industrial Education 129—Industrial Arts in Elementary Schools -----	2
Industrial Education 126—Art Metal Work-----	2
Industrial Education 151—Supervised Teaching-----	2
Industrial Education 102—Architectural Drawing and Design, or -----	
Industrial Education 144—General Shop Activities, or Industrial Education 124—Reed Furniture Construction-----	3

**Minor in Electrical Work.**

Lower Division-----	11
Industrial Education—Elementary Freehand Drawing -----	2
Industrial Education 2—Instrumental Drawing -----	3
Industrial Education 31—Machine Shop Practice-----	3
Industrial Education 130—Electrical Construction-----	3

Upper Division-----	7
Industrial Education 132—Advanced Electrical Construction--	2
Industrial Education 26—Applied Mathematics -----	2
Industrial Education 148—Teaching Problems in Industrial Arts Education-----	3

**Minor in General Metal Work.**

Lower Division-----	12
Industrial Education 1—Elementary Freehand Drawing----	2
Industrial Education 2—Instrumental Drawing -----	3
Industrial Education 31—Machine Shop Practice-----	3
Industrial Education 113—Sheet Metal Work-----	2
Industrial Education 126—Art Metal Work-----	2

Upper Division-----	7
Industrial Education 134—Fundamentals of Automotive Ma- chinery -----	3
Industrial Education 144—General Shop Activities-----	2
Industrial Education 148—Teaching Problems in Industrial Arts Education-----	2

## DESCRIPTION OF COURSES IN INDUSTRIAL EDUCATION

### LOWER DIVISION COURSES

#### **Industrial Education 1. Freehand Drawing (2).**

A course giving fundamental theory and practice in freehand perspective, lettering, sketching, etc., with specific application to furniture, buildings, machinery, and fundamental principles of structural design.

#### **Industrial Education 2 Instrumental Drawing (3).**

Course that embraces instruction and practice in the use of mechanical drawing instruments and in lettering. It includes also the solution of the geometric problems commonly met in mechanical drawing, shop sketching, and working drawing, and covers orthographic projection and isometric drawing. Students who have done two or more years work in drawing in high school may make a substitution for this course.

#### **Industrial Education 3. Architectural Drawing (3).**

This course covers the principles and practice of drawing as applied to furniture representation, architectural details, house planning, architectural and topographical drafting. Prerequisite: Industrial Education 2 or its equivalent.

#### **Industrial Education 4. Machine and Sheet Metal Drawing (3).**

In this course special attention is given to machine drafting and sketching and to mechanisms and their various applications. The course includes also development of sheet-metal patterns. Prerequisite: Industrial Education 2 or its equivalent.

#### **Industrial Education 10. Elementary Furniture Construction (2).**

This course is especially designed to cover the construction of such articles of furniture as can be made by students of the upper grades of the elementary or grammar school. (Not offered in 1932-33.)

#### **Industrial Education 11. Bench Woodwork and Wood Turning (3).**

The object of this course is to give the student practice in the fundamental processes of bench work in wood and in the operation of the turning lathe, placing emphasis on correct methods, shop organization, care of tools, etc.

#### **Industrial Education 12. Machine Woodworking and Cabinet Construction (3).**

In this course the student is able to get acquainted with the use and upkeep of woodworking machinery in the construction of various types of cabinet work, case work and furniture. Prerequisite: Industrial Education 2, 11.

#### **Industrial Education 13. Wood Turning (1) or (2).**

This course provides opportunity for mastering the fundamentals of wood turning. It includes spindle turning, face plate and chuck turning, and spiral work.



**Industrial Education 15A. Printing (3).**

The purpose of this course is to give the student practice in the fundamental operations involved in straight composition, proofing, correcting, and imposition. A study made of type and type faces suitable for different effects. Platen presswork is also covered.

**Industrial Education 15B. Printing (3).**

This course is a continuation of course 15A. It consists of some of the more advanced problems in composition, imposition, and presswork. A study is made of space relations and design in printing, and also of effects brought about by type selection, suitable paper stock, and color harmonies.

**Industrial Education 18. Cement and Concrete Work (2).**

This course involves the study of the use of cement in its application to home building and decoration. Practice is given in form making for plain and decorative work, proportioning mixtures for different types of construction, applying various kinds of finishes, and the use of color in cement. Prerequisite: Industrial Education 11.

**Industrial Education 22. Elementary Woodwork (3).**

A course covering the fundamental handwork processes in woodwork and finishing that are applicable to the activity program in the elementary schools.

**Industrial Education 31. Elementary Machine Shop Practice (3).**

The processes which are included in this course are the simpler operations performed by the general machinist. These operations cover bench work and the methods of laying out or drawing on metal; also simple cylinder turning and screw cutting, with simple, drilling, planing, and taper work.

## UPPER DIVISION COURSES

**Industrial Education 101. Advanced Freehand Drawing (2).**

A course dealing with freehand representation of various objects related to the work of the school shops, and with the fundamental principles of color and design in their application to articles produced in such shops.

**Industrial Education 102. Architectural Drawing and Design (3).**

A course covering the theory and practice involved in making complete plans and specifications for a dwelling, involving a study of styles of architecture, economy and arrangement of floor space, suitable kinds of building materials, building ordinances, and also estimating. Prerequisite: Industrial Education 1, 2, 3.

**Industrial Education 103. Machine Drafting and Design (3).**

This course covers various types of cams and gears and the study of the simpler forms of motion in their application to machinery. Each student will have the opportunity to make a complete set of drawings and details for a small machine. Prerequisite: Industrial Education 4.



**Industrial Education 104. Related Mechanical Drawing (2).**

This course offers study and practice in such phases of drawing, blue-print reading, and shop sketching as are needed in order to relate fully the work of the drawing room with the actual work done in the shop or on the job.

**Industrial Education 105. Industrial Arts Design (2).**

A study of fundamental principles underlying structural design, with special emphasis upon the design and construction of articles of furniture and other projects suitable for production in school shops. Includes also a consideration of the use and effect of color as a factor in design. Prerequisites: Industrial Education 1, 2.

**Industrial Education 106. House Carpentry (3).**

In this course the student is given instruction and practice in the building and repairing of structures ranging in complexity from the simplest frame building to the more complex frame cottages. The course includes every phase of carpentry of value to the home builder. Prerequisite: Industrial Education 3, 11.

**Industrial Education 107. Advanced Furniture Construction (3).**

A course involving both individual and factory production of domestic furniture, including inlaying, simple carving, fluting and reeding. Articles for production are chosen or designed according to ability and ambition of each individual student. Prerequisite: Industrial Education 12.

**Industrial Education 108. Advanced Furniture Construction (3).**

The object of this course is to give definite practice in the proper use of woodworking machinery, and in producing mill work for building construction and machine-made furniture. The proper routing of work in the shop, and the possibilities of each machine are studied. Time is devoted to the adjustment, care, and upkeep of the machines, motors, and other equipment. Prerequisite: Industrial Education 12.

**Industrial Education 111. Forging and Oxyacetylene Welding (2).**

Here are presented those aspects of forging and oxyacetylene welding which every farmer, auto mechanic, and general machinist should know, including also a few simple problems in ornamental work.

**Industrial Education 112. Ornamental Ironwork (2).**

A course covering design and construction of articles made of ornamental iron, as applied to buildings, furniture, and decorative household articles.

**Industrial Education 113A. Sheet-metal Work (2).**

This course is intended to prepare the student to perform such sheet-metal processes as are of interest and value in the school shop or to the home owner. Courses of study are also considered, as well as the adaptation of the work to the various grades of the school.

**Industrial Education 113B. Plumbing (1).**

This is a brief course including such facts and skills as will enable the student to teach simple household plumbing repairs, and to do simple pipe fitting.

**Industrial Education 114. Pattern-Making and Foundry Practice (2).**

A course combining the elements of pattern-making with those of molding and of operating a small cupola. Aluminum casting is practiced from the standpoint of its possibilities in the public school. This work is carried out in close cooperation with other departments, and all castings are used for practical projects. Prerequisite: Industrial Education 11. (Not offered in 1932-33.)

**Industrial Education 115. Advanced Machine Shop Practice (3).**

In this course the opportunity is given for practice in the more intricate and exacting processes involved in machine shop work. The projects made are all of direct practical use, repair parts for automobiles being overhauled in the auto shop and articles of school equipment form a part of the course. Prerequisite: Industrial Education 31.

**Industrial Education 116. Machine Shop and Tool Making (3).**

An advanced course in machine shop practice involving the construction of machines and tools for practical use, as well as the making of repair parts for tools, machines and automobiles.

**Industrial Education 117. Advanced Printing (3).**

This course is designed to give prospective teachers such information and practice as will enable them to direct the printing operations required in the small school print shop. Special attention is given to the problems involved in producing a school paper, and the job work suitable to such shop. Attention is given to type selection, design, color harmonies, and two and three color work. Study is also made of equipment needs for school use. Prerequisite: Industrial Education 15A-B.

**Industrial Education 118. Printing and Bookbinding (3).**

A course giving practice in the more advanced work that may be done in the school printshop, including bookbinding. (Not offered in 1932-33.)

**Industrial Education 119. Advanced Course in Printing (3).**

A course comprising the more advanced problems of the school print shop, involving work on posters, production of books and the use of color processes.

**Industrial Education 120A. Linotype Operation (3).**

This is a fundamental course covering the operation of the linotype.

**Industrial Education 120B. Linotype Operation (3).**

A second course in linotyping comprising the setting of display matter and other special work.

**Industrial Education 121. Paper and Cardboard Construction (2).**

In this course the student is made familiar with the possibilities and limitations of paper and cardboard construction as a phase of elementary school work. (Not offered in 1932-33.)

**Industrial Education 122. Upholstery (2).**

This course deals with the tools and materials of the process of upholstering, and gives the student a practical acquaintance with such simpler

processes as would be employed in doing over old pieces of furniture as well as in upholstering new pieces. (Not offered in 1932-33.)

**Industrial Education 123. Art Crafts (3).**

Work in various crafts such as copper, block cutting and printing, tooled leather, and the like, which can be made the basis for the practical application of artistic designs, will form the foundation of the course.

**Industrial Education 124. Reed Furniture Construction (2).**

A course covering the methods of making furniture of reed and similar material, including coloring and applying various types of finishes.

**Industrial Education 125. Painting and Woodfinishing (1 or 2).**

Here the pupil receives instruction and practice in the various phases of preserving and beautifying the home structure and the furniture of the home. The course embraces painting, staining, varnishing, enameling, use of transfers, etc. Prerequisite: Industrial Education 11 or equivalent.

**Industrial Education 126A-B. Art-Metal Work (2-2).**

This course gives training in making of useful and ornamental articles in brass, copper, silver, and Britannia metal. Emphasis is laid on appropriate design and fine execution.

**Industrial Education 127. Leather Work (2).**

This course includes the study of the manufacture of leather and its use in all of its more common applications. It embraces the common processes of shoe repair, and the methods of shoe making. It covers also such work as is involved in making of brief cases, purses, etc., with simple decorations and tooling.

**Industrial Education 128. Kindergarten Crafts (1).**

This course includes a study of the beginnings of the fine and industrial arts and their educational value and relationship to other subjects of the kindergarten-primary school. Constructive work in all materials as a medium of self-expression will include work with clay, plasticine, paper, crayons, cardboard, reed, raffia, wood, cloth, textile, and natural and discarded materials.

**Industrial Education 129. Industrial Arts in Elementary Schools (2).**

A course designed for the purpose of introducing prospective elementary school teachers to study and manipulation in the various problems in industrial arts that have bearing upon the program of the school.

**Industrial Education 130. Electrical Construction (3).**

The object of this course is to acquaint the student with the standard methods of installing light and heat circuits in the home, and with fire underwriters regulations regarding the size and kind of wire and fixtures to be used for different purposes. The course includes a study of the structure of the various types of electrical equipment used in the home, their care, repair and adjustment.

**Industrial Education 131. Radio Construction and Installation (2).**

A course designed to give practice in the construction of radio sets of various types, in connection with the study of fundamental principles of radio construction and installation.

**Industrial Education 132. Advanced Electrical Construction (3).**

This course is a continuation of course 130, involving further study of electricity, including courses of study and methods of teaching in this subject in public schools. Prerequisite: Industrial Education 130.

**Industrial Education 133. Pumps and Irrigation Equipment (1).**

A course designed to give first-hand instruction in the operation, upkeep, and repair of pumps and of irrigation equipment. It is planned to do the work on the various types of pumping and irrigation equipment most commonly used in this State. (Not offered in 1932-33.)

**Industrial Education 134. Fundamentals of Automotive Machinery (3).**

It is the object of this course to give the student his introductory grounding by actual contact, in the nature and construction of the various parts of the automobile. The major amount of time is devoted to a study of frames and springs, steering gears and front axles, rear axles and brakes, clutches and transmissions and universals. The material is introduced through lectures and the student's practical work is carried on in the shop through laboratory work. This laboratory work consists chiefly of assembling, taking down, and adjusting the various parts enumerated. The course includes also a rapid survey of the entire power plant in its relations to the other parts of the machine; but the intensive study of motor is deferred until the next course.

**Industrial Education 135. Internal Combustion Engines (3).**

This course is devoted to the study of the internal combustion engine as it is applied to the automobile, the tractor, and the stationary engine. The work consists chiefly in taking down, assembling, and testing of various types of motors and adjusting their parts for efficiency of operation. This is laboratory work which has been preceded by lectures preparatory to the processes. The course embraces the mechanical problems only, and not the electrical problems. Prerequisite: Industrial Education 134.

**Industrial Education 136. Automotive Repair (3).**

The work is done on live cars which need overhauling. The student is here taught not so much how to discover defects, as how to do the mechanical work of correcting defects which are perhaps discovered by someone else. Lecture work on typical troubles and their cure, and special instruction in the necessary mechanics will precede the actual laboratory work on the cars. Prerequisites: Industrial Education 134 and 135.

**Industrial Education 137. Advanced Automotive and Tractor Work (3).**

An advanced course in the study of the more intricate phases of automotive repair work, with special emphasis on the care and upkeep of the tractor, the truck, and the school bus. The electrical equipment of the car and the fuel vaporizing are studied, and attention is given to possible disorders in these systems.

The organization of the school shop for automotive work, the equipment necessary, and the methods of handling routine repair work are made



a definite part of this course. Prerequisites: Industrial Education 134, 135, 136.

**Industrial Education 138. Automobile Electrics (2).**

There are two branches of this course: electric service work and storage battery work. The electrical service work embraces the principles of electricity as applied to automobile and tractor ignition, starting and lighting equipment with the study of the construction of the necessary apparatus and its care and repair. The storage battery work includes principles of electricity and chemistry as applied to the storage battery, a study of the construction of storage batteries, methods of testing, equipment for charging, etc. Prerequisites: Industrial Education 134, 135:

**Industrial Education 139. Orientation Courses in Aeronautics (2).**

In this course the students are given an opportunity to learn the fundamental principles upon which the airplane is built and operated. The terminology of the mechanical phases of airplane construction is also studied, as are also the problems pertaining to commercial aviation and its possibilities. (Not offered in 1932-33.)

**Industrial Education 141. Vocational Education (2).**

This course is intended to orient the student in the history, present status, and modern problems of vocational education. Terminology is discussed, types of schools and varieties of courses are described, and the special place and function of each is presented. Emphasis is placed upon the California laws applying to vocational education and to State Board regulations relating to those laws.

**Industrial Education 144. The General Shop (2).**

A course covering planning, organization, and management of the general shop. A study is made of different types of general shops, scope of activities, and teaching methods. A large part of the time is spent in manipulative work covering suitable projects and processes for the general shop in public schools.

**Industrial Education 146. Literature in Industrial Education (1).**

This is a study of periodicals and other current literature within the field of industrial arts and vocational education. The selection and organization of the teacher's personal library and the shop library are also discussed. (Not offered in 1932-33.)

**Industrial Education 184. Administration of Vocational Education (2).**

A course dealing with the problems of administration of vocational education in its varied aspects. Study is made here of State and national provisions for subsidizing vocational classes of the various types of schools and classes that may be organized, of the qualification of teachers for the different types of programs, cooperation with labor and industry in apprenticeship training and in cooperative and other part-time classes. Attention is given to laws governing vocational programs, and to a study of successful programs now in operation. (Not offered in 1932-33.)

**Industrial Education 185. Part-Time Education (2).**

A course devoted to the study of the needs and purposes of part-time education in its various forms, the types of organization and instructional

procedure suited to the part-time school, including the problems of occupational guidance, and coordination and placement. Special study is made of part-time school conditions in the State of California. (Not offered in 1932-33.)

### COURSES GIVEN IN OTHER DEPARTMENTS FOR THE INDUSTRIAL EDUCATION STUDENTS

**Economics 142 (I.E.). A Study of Occupations (2).**

See Economics Courses, page 134.

**Education 143. Educational and Vocational Guidance (3).**

See Education Courses, page 53.

**Education 190 (I.E.). Teaching Problems in Industrial Arts  
Education (3).**

See Education Courses, page 56.

**Education 191 (I.E.). Content and Materials in Industrial Arts  
Education (2).**

See Education Courses, page 57.

**Education 192 (I.E.). Directed Teaching in Industrial Arts (5).**

See Education Courses, page 58.

**Education 195A (I.E.). Organization, Objectives, and Supervision of  
Instruction in Industrial Education (3).**

See Education Courses, page 59.

**Education 195B (I.E.). Problems of Supervision in Industrial  
Education (3).**

See Education Courses, page 59.

**Mathematics 11. Applied Mathematics (2).**

See Mathematics Courses, page 102.

**Science 6. Shop Chemistry (3).**

See Science Courses, page 126.



## MATHEMATICS

---

Wm. W. Peters, M.A., M.S.

### LOWER DIVISION COURSES

**Mathematics 1. College Algebra (3).** First semester.

Prerequisite:  $1\frac{1}{2}$  years of high school Algebra, Plane Geometry.

Theory of linear and quadratic equations, theory of logarithms with practice in numerical computation, binomial theorem, mathematical induction, progressions, permutations and combinations, probability, simple theory of finance, series.

**Mathematics 2. Theory of Investment (3).** Second semester.

Prerequisite: Mathematics 1.

Simple and compound interest, annuities, stocks, bonds, cost depreciation, probability, insurance, and life annuities.

**Mathematics 3A-B. Plane Analytic Geometry with Differential Calculus (3-3).**

Prerequisite: Plane Trigonometry and  $1\frac{1}{2}$  years of high school Algebra.

The straight line, circle, conic sections, equations of first and second degree, geometry of space, with study of limits, maxima and minima derivatives, differentials, rates, simple problems in integration.

**Mathematics 104A-B. Integral Calculus and Geometry of Space, Series (3-3).**

Prerequisite: Mathematics 3A-B.

Integration, summation processes, areas, surfaces, volumes, limits, differential equations.

**Mathematics 5A-B. Surveying (3-3).**

**Mathematics 10. Principles of Mathematics (3).**

Minimum essentials in business relationship; algebra and geometrical processes; review of fundamental operations, fractions, decimals, mensuration, solution of equation.

**Mathematics 11. Applied Mathematics (2).**

In this course are studied the applications of mathematics to the problems arising in connection with shop and construction work of various kinds. The use of formulas, simple trigonometric functions, and tables of logarithms are included. Prerequisite to machine shop and automobile work.

MINOR IN MATHEMATICS

Lower Division-----	12 units
Mathematics 1—College Algebra-----	3 units
Mathematics 2—Theory of Finance-----	3 units
Mathematics 3A—Analytical Geometry-----	3 units
Mathematics 3B—Differential Calculus-----	3 units
Upper Division-----	6 units
Upper Division Mathematics Courses-----	6 units
	—
	18 units

## MUSIC

---

Helen M. Barnett, M. A.  
Clifford E. Leedy, B.Mus.

### LOWER DIVISION COURSES

**Music 1. Principles of Music (2).** First semester.

Required of all Elementary and Junior High School Education students. A course in the fundamentals of singing, sight reading, and tone thinking.

**Music 3A-B. Harmony (3-3).**

Intervals and chords; harmonization in two, three, and four voices, to given bass and melody, including tonic, dominant, and subdominant chords and their substitutes.

**Music 6A-B; Music 6C-D. Voice (1-1).**

**Music 8A-B; Music 8C-D. Choral Music (1-1).**

Open to all students with good singing voices.

**Music 20A-B. Wind and String Instruments (1-1).**

### UPPER DIVISION COURSES

**Music 103A-B. Advanced Harmony (3-3).**

Modulation through common chord and common tone. Chromatic harmonies. Augmented chords. Two and three-part inventions. Prerequisite: Music 3A-B.

**Music 104A-B. History and Appreciation of Music (2-2).**

**Music 106A-B. Voice (1-1).**

**Music 108A-B. Choral Music (1-1).**

**Music 109A-B; Music 109C-D. Orchestra (1-1).**

Open to all students who have had experience in playing an orchestral instrument.

**Music 110A-B; Music 110C-D. Band (1-1).**

Open to all students who have had experience in playing a band instrument.

**Music 112. Music Appreciation for Kindergarten-Primary Grades.**

A study of elementary rhythm, form, melodic beauty and moods in music, suitable to these grades. Discussion of the rhythm orchestra and creative music.

**Music 113. Music for Plays, Festivals and Pageants.**

A wide variety of music material, suitable for all types of entertainment, will be examined and tried out.

**Music 120A-B. Conducting (1-1).**

**Music 123A-B. Advanced Harmony. (Not offered in 1932-33.)**

**Education 190 (Music K-P.). Kindergarten and Primary Music Methods.**

Required of all kindergarten-primary students.

**Education 190 (Music Elem.-J.H.). Music Education (2).**

Required of Elementary-Junior High Education students. Prerequisite, Music I. (See Education Courses, page 56.)

**MUSIC MINORS**

**Public School Music.**

	Units
Lower Division-----	10 units
Prerequisite: Ability to sing a simple song.	
Music 1—Principles of Music-----	2
Music 6A-B—Voice-----	2
Music 3A-B—Elementary Harmony-----	6
Upper Division-----	10 units
Music 101—Music Education-----	2
Music 106A-B—Voice-----	2
Music 108A-B—Choral Music-----	2
Music 104A-B—History and Appreciation of Music-----	4

**Orchestra and Band Instruments.**

Lower Division-----	10 units
Prerequisite: Ability to play a stringed or wind instrument.	
Music 1—Principles of Music-----	2
Music 3A-B—Elementary Harmony-----	6
Music 20A-B—Wind and String Instrument Class-----	2
Upper Division-----	10 units
Music 103A-B—Advanced Harmony-----	6
Music 109A-B—Orchestra-----	2
Music 120A-B—Conducting-----	2

**Kindergarten-Primary Music.**

Lower Division-----	6 units
Prerequisite: Ability to play simple songs and marches, and to sing in tune.	
Music 3A—Elementary Harmony-----	3
Music 6A—Voice-----	1
Music 1—Principles of Music-----	2

	Units	
Upper Division-----		6 units
Education 190 Music K.-P.—Kindergarten-Primary Music_	2	
Music 108A—Choral Music-----	1	
Music 112—Music Appreciation for Kindergarten-Primary and Kindergarten-Elementary-----	2	
Music 113—Music for festivals, plays and pageants-----	1	

## PHYSICAL EDUCATION DEPARTMENT

### MEN AND WOMEN

Harold McDonald Davis, M.A.—Director, Department of Physical Education for Men and Women; Coach football, basketball, tennis.  
 Winifred Weage Hodgins, M.A.—Director of Physical Education for Women.  
 Leon Trimble, B.A.—Director Intramural Activities, Coach track, baseball, Assistant Coach football, basketball.  
 Gladys Van Fossen, M.A.—Director Intramural Activities for Women; Assistant in Department.  
 Gertrude Hovey (Part-time)—Instructor Girl Scout Activities.  
 Calvin McCray, B.A. (Part-time)—Instructor, Boy Scout Activities.  
 Edward L. Markthaler, M.D.—Director of Student Health.

The Department of Physical Education in this college is serving the students in three ways: *first*, it is offering those activity courses which are desirable during their college life and also activities which have recreational value for the remainder of their life; *secondly*, it is offering courses for those students who wish to make the profession of Physical Education their life work; and *thirdly*, it is preparing all students so that they will be able to teach fundamentals of their activities and arrange the programs which are desirable for kindergarten, elementary school, junior and senior high school.

*Fines* are imposed for each formal transaction necessitated by failure of the students to comply with the regulations of the department as follows:

a. Failure to meet appointments for physical examination or efficiency tests -----	\$1 00
b. Failure to enroll for Physical Education on or before the date posted for enrollment-----	1 00
c. Failure to return equipment or clothing on or before the date posted for such return at the end of each semester, sport season or special session of the college, for each 24 hours until the full purchase price of the article has been reached (per day)-----	1 00
d. Failure to return athletic supplies (balls, bats, etc.) on the date of issue, for each twenty-four hours until the full purchase price of the article has been reached-----	1 00

#### Requirements for all College Students.

- A *medical examination* is required of every student enrolled in the college. Every student in regular standing, unless excused by the medical examiner is required to enroll in some physical education course during each of his eight semesters in college. Students recommended *restricted activity* by the medical examiner will be assigned to individual work under the course *Individual Adaptations*. (Physical Education 53 for men, Physical Education 8 for women.)



- b. *Four units of Physical Education*, taken at the rate of  $\frac{1}{2}$  unit per semester throughout the four years of the college course.

There is a definite dividing line between the Lower and Upper Divisions in the Physical Education Department requirements. The work of the Lower Division is *required* to be taken in prescribed courses, while the work of the Upper Division is more or less elective.

*For Men.*—The Lower Division requirement for the first three semesters may be met by either Physical Education 51 A, B, C, or any of the intercollegiate sports in Physical Education 60-66. The fourth semester's requirement for all men is Physical Education 52.

In Upper Division, the work is elective. Upon completion of the Lower Division requirements and the passing of proficiency tests in Groups A and B, the student may elect any activity in these groups: Physical Education 160A-B, Physical Education 161A-B.

#### Group A.

1. Boxing or wrestling
2. Swimming

#### Group B. (Choice of any two.)

- |             |                                 |
|-------------|---------------------------------|
| 1. Tennis   | 4. Archery                      |
| 2. Golf     | 5. Squash                       |
| 3. Handball | 6. Boating (sail, power, canoe) |

*For Women.*—The Lower Division requirement for the first three semesters is met by Physical Education 1A, B, C. The fourth semester course Physical Education 2A is required of all women.

In the Upper Division, the work is elective. Upon completion of the Lower Division requirements and the passing of proficiency tests in Groups A and B, the student may elect any activity in these groups: Physical Education 160A-B, Physical Education 161A-B.

#### Group A.

1. Stunts
2. Swimming

#### Group B. Skill in any two of the following:

- |            |  |
|------------|--|
| 1. Tennis  | 5. Horseback Riding                            |
| 2. Archery | 6. Handball                                    |
| 3. Boating | 7. Horseshoes                                  |
| 4. Golf    | 8. Combination—Darts, Paddle Tennis, Ping-pong |

## 2. Requirements for Graduation with a Major in Physical Education

Students may obtain simultaneously a B.A. degree with a major in Physical Education and the Special Secondary Credential in Physical Education. At the same time, they meet the requirements and receive a General Junior High School Credential.

The special secondary credential in Physical Education enables the student to obtain positions in elementary, junior high and senior high schools, and special positions in the recreation or coaching fields.

a. *General requirements.*

Candidates for degrees with a major in Physical Education, as in all other departments in this college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in Social Sciences, Natural Science, Psychology, English, Foreign Languages, Mathematics and American Constitution, which are set forth in detail on pages 26-28.

b. *Special requirements.*

Students desiring to specialize in the field of Physical Education must be physically sound, and believe in and demonstrate the highest type of leadership.

3. **Specific Requirements for Graduation with a Major in Physical Education.**

a. *Units in Physical Education.*

*Maximum*—Not more than 50 units of the 124 required for graduation may be taken in Physical Education courses.

*Upper Division*—Not more than 30 units of Upper Division courses taken in Physical Education after entering the Upper Division will be counted toward the B.A. degree.

b. *Minors.*

One of the following Minors must be selected:

- |                   |                         |
|-------------------|-------------------------|
| 1. Art            | 5. Industrial Education |
| *2. English       | 6. Music                |
| *3. History       | *7. Science             |
| 4. Home Economics |                         |

c. *Senior transfers.*

Students with senior standing at the time of admission to the college by transfer from other institutions, must complete 24 units in residence 18 of which must be in Upper Division courses, including at least 12 units in Physical Education.

d. *Lower Division requirements.*

*Men and Women.* (42 or 46 units.)

1. Requirements from departments other than major department.

Psychology 1  
 English 18A-B  
 English 15A-B  
 Science 60A-B, or Chemistry 1A-B  
 Science 50A-B  
 Economics 1A-B  
 Political Science 1A-B or 99  
 Education 57

This group meets the State Board requirements for Lower Division Classified students.

\* Starred fields are recommended for minors. For the specific requirements in each, see the several departments.

## 2. Requirements from major department.

MEN (27 units)	WOMEN (26 units)
Physical Education 60-66	Physical Education 11-14
Physical Education 55	Physical Education 21-28
Physical Education 56	Physical Education 42
Physical Education 42	
Physical Education 70-76	
Physical Education 54	

e. *Upper Division requirements.**Men and Women.*

- Requirements from departments other than the major. (19 units)  
 Education 173  
 Education 174A-B  
 Education 175  
 Education 177  
 Education 137  
 Education 191 (Junior High)  
 Education 192 (Junior High)  
 Education 192 (Physical Education)

## 2. Requirements from major department.

MEN (17 units)	WOMEN (18 units)
Physical Education 109A-B	Physical Education 115
Physical Education 150	Physical Education 121
Physical Education 151	Physical Education 122
Physical Education 152	Physical Education 123
Physical Education 153	Physical Education 130
	Physical Education 150
	Physical Education 151

f. *Credential requirements.*

*Candidates for certification to teach Physical Education* must fulfill all the general requirements of the State Board for all teaching credentials (see pages 26-28) and in addition certain requirements peculiar to the Physical Education credential.

Interpretation of the requirements for the special credential in Physical Education in terms of the courses offered in this college is as follows:

- Minimum 16 unit academic requirement is covered in the required courses for the Group Major.
- Education requirements covered by the required courses Education 57, 173, 174A-B, 175, 177, 137.

Principles, methods and practice of teaching covered by Education 191, Junior High; 192, Junior High, and 192 Physical Education.

Recommended courses in Education—Education 117, 139, 178.

- Special requirement of 15 semester hours selected from four of the following fields:

Biology	Physiology	Psychology
Anatomy	Hygiene	Sociology
	Chemistry	

is satisfied by all students completing the Group Major. See following list required in Group Major.

	Units
Science 60A-B -----	10
Science 50A (Anatomy) -----	3
Science 50B -----	3
Psychology 1 -----	3
Chemistry 1A-B or 2A-B -----	6 or 10
(This may be substituted for Science 60A-B.)	

4. A minimum of 24 semester hours chosen from at least seven of the following:

- a. Principles of Physical Education.
- b. Technique of Teaching Activities.
- c. Administration of Physical Education.
- d. Kinesiology (Applied Anatomy).
- e. Applied Physiology (Physiology of Exercise).
- f. Activities of Physical Education.
- g. Community Recreation.
- h. Individual Program Adaptations (Corrective Program Adaptations).
- i. Physical Education Tests and Measurements.
- j. Health Education.
- k. Growth and Development of Children. (See Education Courses, page 55.)

5. *Group Majors*.—The following courses are offered at Santa Barbara. Twenty-six units chosen from the starred items are required in satisfaction of the Group Major.

	Units
*a. Physical Education 150 -----	3
*b. Physical Education 60-66 -----	2
Physical Education 21-28 -----	2
*c. Physical Education 152 -----	2
* Physical Education 130 -----	3
*d. Physical Education 42 -----	2
*e. Physical Education 54 -----	1
Physical Education 55 -----	1
Physical Education 56 -----	2
Physical Education 70-76 -----	1
Physical Education 11-14 -----	1
*f. Physical Education 109A-B -----	3
Physical Education 115 -----	1
*g. Physical Education 122 -----	3
* Physical Education 153 -----	3
*h. Physical Education 151 -----	2
i. Physical Education 41 -----	2
* Physical Education 123 -----	2
j. Education 177 -----	2

## SUGGESTED FOUR-YEAR PROGRAM

## Physical Education

## MEN

## LOWER DIVISION

## YEAR I

## First Semester

	Units
Science 60A—Zoology or	5 or 3
Science 1A—Chemistry	3
English 18A—English Composition	3
Political Science 1A—Government	3
Physical Education 56—Gymnasium and Mass Athletics	2
Physical Education 70—Football Team	$\frac{1}{2}$
Physical Education 71—Basketball Team	$\frac{1}{2}$
Electives	3 or 5

17

## Second Semester

Science 60B—Zoology or	5 or 3
Science 1B—Chemistry	3
English 18B—Composition	3
Political Science 1B—Government	3
Physical Education 54—Boxing	1
Physical Education 55—Wrestling	1
Physical Education 72—Baseball Team	$\frac{1}{2}$
Physical Education 73—Track Team	$\frac{1}{2}$
Electives	3 or 5

17

## YEAR II

## First Semester

Science 50A—Physiology (Anatomy)	3
Economics 1A—Economics	3
English 15A—Public Speaking	3
Physical Education 42—Kinesiology	2
Physical Education 70—Football Team	$\frac{1}{2}$
Physical Education 71—Basketball Team	$\frac{1}{2}$
Electives	2

14

## Second Semester

	Units
Science 50B—Physiology-----	3
Economics 1B—Economics-----	3
Education 57—Introduction to the Study of Education-----	3
English 15B—Public Speaking-----	3
Psychology 1—Psychology-----	3
Physical Education—One unit to be selected from Physical Educa- tion 72, 73, 74, 75, 76-----	1
Electives-----	1
	<hr/> 17

## UPPER DIVISION

## YEAR III

## First Semester

Education 177—Growth and Development of the Child-----	2
Education 174A—Principles of Junior High School-----	3
Education 191 (Junior High)—Introduction to Teaching-----	2
Physical Education 109A—Scoutcraft-----	1
Physical Education 60—Technique of Teaching Football-----	2
Physical Education 61—Technique of Teaching Basketball-----	2
Physical Education—One unit to be selected from Physical Educa- tion 70, 71, 75-----	1
Electives-----	4
	<hr/> 17

## Second Semester

Education 174B—Junior High School Procedure-----	3
Education 192 (Junior High)—Directed Teaching-----	2
Physical Education 109B—Scoutcraft-----	1
Physical Education 150—Principles of Physical Education-----	3
Physical Education 152—Administration and Organization-----	2
Physical Education 63—Technique of Teaching Track-----	2
Physical Education—One unit to be selected from Physical Educa- tion 72, 73, 74, 75, 76-----	1
Electives-----	3
	<hr/> 17



## YEAR IV

## First Semester

	Units
Education 173—Secondary Education-----	2
Education 175—Educational Psychology-----	3
Education 192 (Physical Education)—Directed Teaching-----	2
Physical Education 153—Individual Program Adaptations-----	3
Physical Education 64—Technique of Teaching Tennis-----	2
Physical Education 66—Technique of Teaching Golf-----	2
Physical Education—One unit to be selected from Physical Education 70, 71, 75-----	1
Electives-----	2
	<hr/> 17

## Second Semester

Education 137—Educational Statistics-----	1
Education 192 (Physical Education)—Directed Teaching-----	2
Physical Education 151—Tests and Measurements-----	1
Physical Education 62—Technique of Teaching Baseball-----	2
Physical Education 65—Technique of Teaching Swimming-----	2
Physical Education—One unit to be selected from Physical Education 72, 73, 74, 75, 76-----	1
Electives-----	8
	<hr/> 17

## SUGGESTED FOUR-YEAR PROGRAM

## Physical Education

## WOMEN

## LOWER DIVISION

## YEAR I

First Semester	Units
English 18A—English Composition-----	3
Science 1A—Chemistry or	
Science 60A—Zoology-----	3 or 5
Home Economics 10—Nutrition and Health-----	2
Political Science 1A—Government-----	3
Physical Education 11A—Activities-----	1
Physical Education 14—Swimming-----	1
Electives-----	1 or 3

16

## Second Semester

English 18B—Composition-----	3
Science 1B—Chemistry or	
Science 60B—Zoology-----	3 or 5
Political Science 1B—Government-----	3
Physical Education 11B—Activities-----	1
Physical Education 12C—Gymnastic Activities-----	1
Electives-----	3 or 5

16

## YEAR II

## First Semester

Science 50A—Physiology (Anatomy)-----	3
English 15A—Public Speaking-----	3
Geography 1—Fundamentals of Geography-----	3
Physical Education 115—Scouting-----	1
Physical Education 42—Kinesiology-----	2
Physical Education 12A—Activities-----	1
Electives-----	3

16

## Second Semester

Science 50B—Physiology-----	3
English 15B—Public Speaking-----	3
Economics 1B—Economics-----	3
Psychology 1—General Psychology-----	3
Physical Education 12B—Activities-----	1
Education 57—Introduction to the Study of Education-----	3

16

## UPPER DIVISION

## YEAR III

## First Semester

	Unit
Education 174A—Principles of Junior High School-----	3
Education 177—Growth and Development of the Child-----	2
Education 191 (Junior High)—Introduction to Teaching-----	2
Physical Education 25—Technique of Teaching Swimming-----	2
Physical Education 26—Technique of Hockey and Basketball-----	2
Physical Education 13A—Advanced Folk and Clog Dancing-----	1
Electives -----	3
	15

## Second Semester

Education 174B—Junior High School Procedure-----	3
Education 192 (Junior High)—Directed Teaching-----	2
Physical Education 150—Principles -----	3
Physical Education 121—Physical Examinations-----	1
Physical Education 22—Technique of Volleyball and Baseball-----	2
Physical Education 24—Technique of Teaching Archery-----	2
Physical Education 13B—Natural Dancing-----	1
Electives -----	2
	16

## YEAR IV

## First Semester

Education 175—Educational Psychology-----	3
Education 173—Secondary Education-----	2
Education 192 (Physical Education)—Directed Teaching-----	2
Physical Education 64—Technique of Teaching Tennis-----	2
Physical Education 21—Technique of Soccer and Speedball-----	2
Physical Education 122—Theory—Individual Program Adaptations	3
Electives -----	2
	16

## Second Semester

Education 137—Educational Statistics-----	1
Education 192 (Physical Education)—Directed Teaching-----	2
Physical Education 151—Tests and Measurements-----	1
Physical Education 130—Administration -----	3
Physical Education 28—Technique of Teaching Dancing-----	2
Physical Education 27—Technique of Gymnastic Activities-----	2
Electives -----	3
	14

## MINOR IN PHYSICAL EDUCATION

A minor for students who are majoring in other departments and who wish to minor in the Department of Physical Education is as follows:

	Units
<i>Minor in Men's Physical Education</i> -----	17
Lower Division-----	8
Physical Education 56-----	2
Six units selected from any four of the following-----	6
Physical Education 54-----	1
Physical Education 55-----	1
Physical Education 70-76 each---	1
Upper Division-----	9
Education 192 (Physical Education)-----	2
Physical Education 150-----	3
Physical Education 152-----	2
Education 177-----	2
<i>Minor in Women's Physical Education</i> -----	18
Lower Division-----	6
Physical Education 1A, B, C, each-----	$\frac{1}{2}$
Physical Education 2-----	$\frac{1}{2}$
Physical Education 13B-----	1
Physical Education 14-----	1
Physical Education 28-----	2
Upper Division-----	12
Physical Education 160A-B-----	1
Physical Education 161A-B-----	1
Physical Education 130-----	3
Physical Education 150-----	2
Education 192 (Physical Education)-----	2
<i>Students majoring in Kindergarten-Primary Education should take the following minor, in combination with music and art:</i>	
Lower Division:	
Same as Women's minor above, except that Physical Education 2B is taken in place of Physical Education 2A.	
Upper Division:	Units
Physical Education 162-----	$\frac{1}{2}$
Physical Education 160B-----	$\frac{1}{2}$
Physical Education 161A-B-----	1
Physical Education 122-----	3
Physical Education 150-----	2
Education 192 (Physical Education)-----	2

**DESCRIPTION OF PHYSICAL EDUCATION COURSES****MEN—LOWER DIVISION COURSES****Physical Education 41. Health Education (1).**

One period per week will be devoted to health education lecture. These lectures will deal with the various aspects of personal hygiene, community hygiene, school hygiene, physical examinations and problems of the teacher in securing the health attitude of the child; the relation of nutrition to health and the importance of the "Safety First" education. Fall semester.

**Physical Education 42. Kinesiology (2). (Open to men and women.)**

**Prerequisite:** Physiology 50A.

This is the scientific study of bodily movement. It includes instruction in the principal types of muscular exercise, with discussion as to how they are performed and their relation to the problems of bodily development and bodily efficiency.

**Physical Education 51A. Prescribed Physical Education for Freshmen Men ( $\frac{1}{2}$ ).**

Marching tactics, class formations, elementary apparatus drill, fundamentals of football and basketball. Fall semester.

**Physical Education 51B. Elementary Drill in Tumbling and Stunts; Fundamentals of Baseball and Track ( $\frac{1}{2}$ ).**

Spring semester.

**Physical Education 51C. Fundamentals of Speedball, Soccer, Volleyball, Handball, Indoor or Playground Ball and Group Games ( $\frac{1}{2}$ ).**

Fall semester.

**Physical Education 52. Teaching Methods and Class Organization of Physical Education Activities ( $\frac{1}{2}$ ).**

Class procedure and theory of fundamental activities covered in 51A, B, C. Outlines of programs and arrangement of model lessons for different age groups. Spring semester.

**Physical Education 53. Individual Adaptations and Health Education ( $\frac{1}{2}$ ).**

Required course for those who are assigned to limited activity. The correction of physical abnormalities, treatment of faulty posture, curvatures, weak feet and arches, heart disturbances, overweight and underweight. Fall and spring.

**Physical Education 54. Boxing (1).**

Theory and art of self-defense; teaching of offense and defense. Instruction in footwork, position of body, feinting, development of different leads, blows, and guard position. Spring semester.

**Physical Education 55. Wrestling (1).**

Modern and scientific methods; the value of wrestling as training for other sports. Methods of offense and defense; mat generalship. Spring semester.

**Physical Education 56. The Teaching of Gymnastics and Mass Athletics (2).**

Mass tactics in physical education and athletics; methods of class organization and instruction in the conduct of formal work. Elementary marching tactics such as are necessary to facilitate movements in class formations. Value of relays, stunts, tumbling, apparatus in handling different age groups in gymnasium, picnics, etc. Fundamentals of volleyball, handball, badminton, etc. Fall semester.

**Physical Education 60. Technique of Teaching Football (2).**

Practice and theory on the field. Individual instruction and practice on each position in backfield and line play, offense and defense. Emphasis on individual play, not on team play. Complete systems of defense and offense, together with correct method of playing each position. Study of different systems. East, West, South, and Middle West. Generalship, signal systems, scouting and rules, all studied from the coach's viewpoint. Fall semester.

**Physical Education 61. Technique of Teaching Basketball (2).**

Practice and theory of individual play. Basic fundamentals—passing, shooting, dribbling, stops, turns, etc.

Theory of coaching basketball; fundamentals, various offensive and defensive systems, team organization, training and handling of men will be studied from the coach's viewpoint. Fall semester.

**Physical Education 62. Technique of Teaching Baseball (2).**

Theory and practice in batting, fielding, base running, and pitching. Fundamentals, team work, coaching, physical condition, and methods of indoor or early practice. Theory practiced under game conditions. Team organization, training and handling of men will be studied from the viewpoint of the coach. Spring semester.

**Physical Education 63. Technique of Teaching Track (2).**

Theory and practice in the fundamentals of all track and field events; adaptation to individual peculiarities; rules of competition, and the study of physical condition and its relation to endurance. The promotion, management, and officiating of games and meets. History of track and the Olympic games. Spring semester.

**Physical Education 64. Technique of Teaching Tennis (2). (Open to men and women.)**

Fundamentals and methods of teaching and playing tennis. Ground and volley strokes. Forehand and backhand drives, forehand and backhand volleys, service, overhead, etc. Singles and doubles play. How to organize and manage tennis meets. Court construction and care. Fall semester.



**Physical Education 65. Technique of Teaching Swimming (2).**

Elementary swimming and diving, breast, side, trudgeon, crawl, and back strokes. Red Cross life saving and resuscitation. Course is planned not only to teach student to swim the various strokes, but also to be able to teach all the strokes. Spring semester.

**Physical Education 66. Technique of Teaching Golf (2).**

Instruction through demonstration and student participation supplemented by theoretical discussion of the different strokes. Instruction in the rules and regulations of the game. Organization and administration of tournaments.

**Physical Education 70. Football (1).**

Intercollegiate teams, practice, competition. Fall semester.

**Physical Education 71. Basketball (1).**

Intercollegiate teams, practice, competition. Fall semester.

**Physical Education 72. Baseball (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 73. Track (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 74. Tennis (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 75. Swimming (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 76. Golf (1).**

Intercollegiate teams, practice, competition. Spring semester.

**MEN—UPPER DIVISION COURSES****Physical Education 102. Community Recreation (2). (Open to men and women.)**

Theory and practice in industrial, school, rural, and adult recreation; playground management and administration. Special programs, leadership of community recreation centers. Presentation of material for above recreation organizations and its use. (Not offered in 1932-33.)

**Physical Education 109A. Scoutcraft (Elementary) (1).**

A course intended to familiarize the student with the Boy Scout organization, its objectives and its organization. Actual participation in Scout tests, measurements, and leadership. Assigned readings and problems, together with hikes and field work. Fall semester.

**Physical Education 109B. Scoutcraft (Advanced) (1).**

Continuation of course 109A, in which merit badge work and more advanced aspects of scouting will be studied. Lectures relating scoutcraft to present-day educational objectives. Each student assigned to a local troop as an assistant scoutmaster. Spring semester.

**Physical Education 150. Principles of Physical Education (3).**

A course dealing with educational principles of Physical Education and their relationship to other educational subjects and to life. Relation of basic principles of Physical Education to economic, political, and social life. A study of the modern trend in Physical Education tests and measurements. Spring semester.

**Physical Education 151. Tests and Measurements in Physical Education (1).**

History and development. Types of tests and their aims. Need for and use of physical tests. Classification, placements and administration of physical tests. How to build a test. Prerequisite: Education 137. Spring semester.

**Physical Education 152. Administration of Physical Education in Secondary Schools (2).**

Studying the problems involved in a department of Physical Education in junior and senior high schools. Organization of conferences or leagues; organization of departments in different sized high schools; details such as paper forms, tickets, budgets, buying, managing trips; the correlation of athletic and academic departments. Intramural organization. Medical examinations. Spring semester.

**Physical Education 153. Individual Program Adaptations (3).**

A teachers' course on how to detect, diagnose, and treat physical abnormalities. Theory of individual and group instruction. Theory and practice of prevention and correction of physical abnormalities among school children and adults. Theories of massage, conditioning, first aid for athletic injuries. Heating appliances and the application of heat; taping and bandaging. Prerequisite: Physiology, Anatomy, Kinesiology. Fall semester.

**Physical Education 160A-B. Junior Elective Activity ( $\frac{1}{2}$ ). (Both semesters.)**

Prerequisite: Lower Division requirements and passing of proficiency tests. Boxing, Wrestling, Swimming, Tennis, Golf, Handball, Archery, Squash, Boating, Diving.

**Physical Education 161A-B. Senior Elective Activity ( $\frac{1}{2}$ ). (Both semesters.)**

Prerequisites: Lower Division requirements and passing of proficiency tests. Boxing, Wrestling, Swimming, Tennis, Golf, Handball, Archery, Squash, Boating, Diving.

**Education 192 (P.E.). Directed Teaching (2-2).**

See Education Courses, page 58.

## WOMEN'S PHYSICAL EDUCATION

### LOWER DIVISION COURSES

#### Physical Education 1A-B. Physical Education Activities for Freshmen Women ( $\frac{1}{2}$ - $\frac{1}{2}$ ).

A course giving simple technique and skill in:

*Fall semester*—Free exercises, stunts, running and team games, sports, as soccer, speedball, hockey, basketball.

*Spring semester*—Free exercises, dancing, games, sports, as volleyball and baseball.

#### Physical Education 1C. Physical Activities for Sophomore Women ( $\frac{1}{2}$ ).

Simple technique and skill in dancing, stunts, games, sports, as soccer, basketball. Fall semester.

#### Physical Education 2. Theory and Practice in the Organizing and Leading of Groups in Activity ( $\frac{1}{2}$ ).

Prerequisite: 1A, B, C. Spring semester.

#### Physical Education 3. Activities of Kindergarten and Primary Grades ( $\frac{1}{2}$ ).

Course for Kindergarten-Primary majors.

#### Physical Education 8. Individual Program Adaptation ( $\frac{1}{2}$ ).

Students physically unable to enter regular classes may substitute this course. It is recommended that regular work be resumed as soon as possible. Either semester.

#### Physical Education 11A-B. Activity for Freshman Physical Education Majors (1-1).

Sports: Games of low organization; Elementary Folk Dancing.

*Fall semester*—Hockey, basketball.

*Spring semester*—Volleyball, baseball.

This course alternates with Physical Education 12A-B. Course 11A-B and 12A-B are intended to give the students opportunity to acquire skill in the activities included.

#### Physical Education 12A-B. Activity for Sophomore Physical Education Majors (1-1).

Sports: Games of low organization; Elementary Clog Dancing.

*Fall semester*—Soccer, speedball.

*Spring semester*—Archery, handball, horseshoe pitching, tennis.

#### Physical Education 12C. Gymnastic Activities (1).

This includes practice in apparatus, free exercise, marching, pyramid building, stunts and tumbling.

Spring semester.

#### Physical Education 13A-B. Dancing (1-1).

A—Advanced Folk Dancing and Clog.

B—Natural Dancing.

**Physical Education 14. Elementary and Intermediate Swimming (1).**  
Fall semester.

**Physical Education 21-28. Technique of Teaching Sports. (2 units each.)**

- 21. Soccer, Speedball. Fall semester.
- 22. Volleyball, Baseball. Spring semester.
- 24. Archery, Handball, Horseshoe. Spring semester.
- 25. Swimming. Fall semester.
- 26. Hockey, Basketball. Fall semester.
- 27. Gymnastic Activities. Spring semester.
- 28. Dancing. Spring semester.

In each course a brief historical review of the particular activity is given, an analysis of fundamentals, methods of officiating with opportunity for practice, care of equipment, and discussion of other problems relative to each situation. Prerequisite: Skill in the particular sport.

**Physical Education 64. Technique of Teaching Tennis (2).**

**Physical Education 42. Kinesiology.**

For description, see Physical Education Courses for Men, page 118.

### UPPER DIVISION COURSES

**Physical Education 115. Scouting (1).**

Girl Scout leadership course, conducted by a leader from the Girl Scout organization.

**Physical Education 121. Physical Examinations (1).**

A laboratory course applying the theories of examination with discussion of problems which arise from actual situations. Prerequisite, or parallel, Education 177.

**Physical Education 122. Theory of Individual Program Adaptation (3).**

A study of the physical conditions and deviations found in schools and methods of correction, or adaptation of the activity to the individual's need.

**Physical Education 130. Administration of Physical Education (3).**

Problems of organization and administration of Physical Education in the schools.

**Physical Education 150. Principles of Physical Education (2).**

For description, see Physical Education for Men, page 121.

**Physical Education 151. Tests and Measurements in Physical Education (2).**

For description, see Physical Education for Men, page 121.

**Physical Education 160A-B. Junior Elective Activity ( $\frac{1}{2}$ - $\frac{1}{2}$ ).**

In the junior year the following two tests are given and must be passed before the privilege of election may be secured:

A—Stunts and swimming.

B—Skill in any two of the following:

Tennis.

Horseshoe pitching.

Archery.

Horseback riding.

Boating.

Handball.

Golf.

Combination of Paddle Tennis, Ping Pong and Darts.

**Physical Education 161A-B. Senior Elective Activity ( $\frac{1}{2}$ - $\frac{1}{2}$ ).****Physical Education 162. Theory and Practice in the Organization and Leadership of Kindergarten and Primary Activities ( $\frac{1}{2}$ ).**

For Kindergarten-Primary Majors. Prerequisites: Physical Education 1A, B, C, 3.

**Education 192 (Physical Education.). Directed Teaching (2-2).**

Two additional units of directed teaching are required in the minor. See Courses in Education, page 58.



## PSYCHOLOGY AND PHILOSOPHY

### PSYCHOLOGY

Elizabeth L. Bishop, Ed.D.

#### Psychology 1. General Psychology (3).

A beginning course in general psychology which aims to introduce the student to the methods and techniques of psychological study, and to current theories concerning basic psychological principles. Lectures, demonstrations, class discussions and recitations are used.

Given in the Sophomore year. A college course in biological science, preferably Physiology, is strongly recommended as prerequisite. *Offered fall and spring semesters, Sophomore year.*

#### Psychology 10A-B. Applied Psychology (3-3).

An elective course will be offered in alternate years covering some applied aspects of psychological principles. Animal Psychology, Social Psychology, Business Psychology, are suggested as types of work which will from time to time be offered. Prerequisite: Psychology 1, or equivalent.

### PHILOSOPHY

Lewis C. Carson, Ph.D.

#### Philosophy 4A. History of Philosophy (3).

The development of ideas from the early Greek period to Neo-Platonism.

The two courses in the History of Philosophy are intended to be taken in succession, but either may profitably be taken by itself. They are designed to give the student some grasp on fundamental philosophical problems and to aid him in adjusting himself to his physical, mental and moral environment.

#### Philosophy 4B. History of Modern Philosophy (3).

The course of philosophic thought from the beginning of the Christian era down to modern times. See note under Courses 4A.



## SCIENCE DEPARTMENT

---

Hazel Severy, M.A.  
Earl Walker, M.A.  
William Peters, M.A.  
Agnes G. Plate, M.A.  
Harrington Wells, M.A.

### PHYSICAL SCIENCE

#### CHEMISTRY

#### LOWER DIVISION COURSES

##### Science 1A-B. General Inorganic Chemistry (3-3).

Comprising a systematic treatment of elementary principles and of the properties of the more important elements and their compounds. Open to all students.

Two lectures and one laboratory period a week.

##### Science 2A-B. General Inorganic Chemistry (5-5).

Prerequisite: Any two of the following: High School Chemistry, Physics, Trigonometry or grade of "A" in high school chemistry.

Three lectures and two laboratory periods a week.

##### Science 5A-B. Organic Chemistry (3-3).

Prerequisite: 1A and 1B or 2A and 2B.

Study of different carbon series, fats, carbohydrates, proteins, benzene compounds, and dyes.

Two lectures and one laboratory period a week.

##### Science 6. Shop Chemistry (3).

This course will include an elementary study of the reactions involved in the production and use of such materials as metals, alloys, building materials, paints, oils, cement, fuels, etc. For students in Industrial Education who have credit in Chemistry 1A or 2A.

Two lectures and one laboratory period a week.

#### UPPER DIVISION COURSES

##### Science 100. Physiological Chemistry (3).

Study of the chemical composition and action of the tissues and secretions of the human body, the digestion of foods and the elimination of waste products. Open to students who have completed Courses 1 or 2 and 5.

Two lectures and one laboratory period a week.

**Science 101A-B. Food and Textile Chemistry (2-2).**

Prerequisite: Course 1 or 2, and 5.

This course takes up the physical and chemical laws, composition and purity of foods and textile fibers.

Two lectures and one laboratory period a week.

**Science 102. Advanced Textile Chemistry (2).**

Not given 1932-33.

**Science 103. Science of Dyes and Dyeing (2).**

One lecture and one laboratory period a week.

**Science 105A-B. Quantitative Analysis (3-3).**

Introductory training in the methods of quantitative analysis of various materials, acids, bases, salts, alloys, and minerals. Open to those who have completed Courses 1A, 1B, and 5A or 2A and 2B.

One lecture and two laboratory periods per week.

**Science 115. Science for Junior High School (3).**

Covers the different phases of Junior High School General Science; includes study of subject matter, sources of subject matter, use of field and laboratory work, equipment and texts.

Prerequisites: 6 units of Physics, 3 units of Chemistry and 3 units of biological science.

**Science 180. Advanced Problems in Physical Science (1-3).**

Hours and credit by arrangement.

## PHYSICS

### LOWER DIVISION COURSES

**Science 20A-B. General Physics (3-3).**

Prerequisites: High School Physics or Chemistry, Trigonometry; 1½ years, High School Algebra.

Definitions, conversion factors, problems, formulae covering mechanics, molecular physics, heat and sound.

### UPPER DIVISION COURSES

**Science 121. Advanced Physics (3).**

Electricity, magnetism, sound and light.

Two lectures and one laboratory period per week.

Prerequisites: Science 20A-B, 2A-B.

## BIOLOGICAL SCIENCE

### LOWER DIVISION COURSES

**Science 40A-B. General Botany (4-4).**

Fundamentals of the morphology and physiology of seeds, roots, stems, leaves, flowers, and fruits. An introduction to the principles of plant

taxonomy. Lectures, laboratory and field work in close correlation.

Two lectures and two laboratory periods a week.

**Science 50A-B. Elementary Physiology (3-3. (Science 50A. Anatomy.)**

A general study of the structure and functions of the body with special reference to muscles, nervous system, sense organs, circulation, respiration, digestion, excretion, and metabolism. Designed for students in Physical Education, Industrial Education, and those desiring to major in Physiology. Prerequisites: For majors in Physiology—Chemistry or Physics; preliminary work in Biological Science is recommended. For students from other departments—Chemistry, Physics and Biological Science are recommended.

Two lectures and one laboratory period per week.

**Science 5A-B. Elementary Physiology and Bacteriology (3-3).**

An elementary course designed for Home Economics students. It includes a general study of the structure and functions of the body as in the course 50A-B. The work is so arranged that in addition to physiology the second semester includes nine weeks of Bacteriology. During this time a brief consideration of the morphology and physiology of the more important types of nonpathogenic yeasts, molds and bacteria is undertaken, together with practice in the laboratory technique necessary for such study. Especial attention will be given those organisms concerned with dairy and food bacteriology, soil fertility, sanitation, etc. Preliminary courses in chemistry and biological science are recommended.

Two lectures and one laboratory the first semester, and one lecture and two laboratories the second semester.

**Science 60A-B. General Zoology (5-5).**

The study of representatives of the principal groups of animals. Lectures, laboratory, museum and field work. A thorough foundation in the classification, structure, ecology, and economic importance of animal types.

Three lectures and two laboratory periods a week.

**Science 65. Introductory Zoology (3).**

A practical general survey of the animal kingdom emphasis being laid upon types of economic and civic importance.

Open only to teachers-in-training for kindergarten-primary and elementary credentials. Is prerequisite to Science 160. *This course does not count toward a minor in biological science.*

Three lecture periods per week. Spring semester.

## UPPER DIVISION COURSES

**Science 150. Advanced Physiology (3).**

A laboratory course which treats the functions of the body in greater detail than was possible in the elementary course 50A-B. Special emphasis will be given the fundamental phenomena and their interpretation. The plan of the course will be flexible to meet the needs and interests of the students. Prerequisite: 50A-B. Previous courses in chemistry or physics.

One laboratory and two lecture periods per week. Fall semester.

**Science 155. Bacteriology (3).**

A laboratory and lecture course covering the morphology, physiology and methods of handling microorganisms. Representatives of the most important forms of bacteria, yeasts, and molds will be studied with emphasis on their relationship to soil fertility, dairy products, sanitation, and industries. The importance and nature of pathogenic forms in disease production will be considered. Prerequisite: One or more courses in biological science and a knowledge of chemistry.

One lecture and two laboratory periods per week. Spring semester.

**Science 160. Nature Study (3).**

The biological phases of the kindergarten and elementary curricula. Correlation of subject matter and grade continuity of science instruction, sources of material, laboratory technique, and field ecological studies are among the topics of investigation.

Recommended for students desiring a minor in biological science, as well as for kindergarten-primary and elementary teachers-in-training.

Prerequisites:

1. Biological Minor group—either Botany 40A-B or Zoology 60A-B.

2. Teacher-training group—Botany 40A, Physiology 50A, and Zoology 65.

Three lecture periods per week. Spring semester.

**Science 170. Principles of Biology (3).**

An advanced course. The distribution, behavior, characteristics, and evolution of plants and animals, including man; leading to generalizations of biological theory and principle. Lectures, museums, and individual field investigations. Open to students who have had a year's work in botany, zoology or physiology.

Three lecture periods a week. Spring semester. (Not offered in 1932-33.)

**Science 181. Advanced Problems in Biological Science (1-3).**

Hours and credit by arrangement.

**MINORS IN SCIENCE****Zoology**

	Units
Lower Division .....	13
Science 1A—General Inorganic Chemistry, or	
Science 20A—General Physics .....	3
Science 60A-B—General Zoology .....	10
Upper Division .....	6
Science 170—Principles of Biology .....	3
Science 160—Nature Study .....	3

**Botany**

Lower Division .....	11
Science 1A—General Inorganic Chemistry, or	
Science 20A—General Physics .....	3
Science 40A-B—General Botany .....	8

	Units
Upper Division-----	6
Science 160—Nature Study -----	3
Science 170—Principles of Biology -----	3

### Physiology

Lower Division-----	12
Science 1A—General Inorganic Chemistry-----	6
Science 50A—B—Physiology -----	6

Upper Division-----	6
Science 150—Advanced Physiology -----	3
Science 170—Principles of Biology, or	
Science 155—Bacteriology -----	3

### Chemistry

Lower Division-----	12
Science 1A—B—General Inorganic Chemistry, or	
Science 2A—B—General Inorganic Chemistry-----	6
Science 5—Organic Chemistry -----	6

Upper Division-----	7
Science 100—Physiological Chemistry, or	
Science 105A—Quantitative Analysis -----	3
Science 101A—Food Chemistry -----	2
Science 101B—Textile Chemistry -----	2

### Minor—General Science for Junior High School

	Units
Lower Division-----	12
Science 20A—B—Physics -----	6
Science 1A—Chemistry -----	3
Science 50A—Physiology -----	3
Upper Division-----	6
Science 115—Science for Junior High School-----	3
Science 121—Advanced Physics -----	3

### Suggested Program in Natural Science for Kindergarten-Primary and Elementary Teachers-in-Training

First Year—Botany 40A, Fall semester ; Zoology 65, Spring semester.  
 Second Year—Physiology 50A. Also 50B as an elective if desired.  
 Third Year—Science 160—Nature Study.



## SOCIAL SCIENCE DEPARTMENT

William H. Ellison, Ph.D.  
 Lewis C. Carson, Ph.D.  
 Raymond G. McKelvey, M.A.  
 H. Edward Nettles, Ph.D.  
 Mildred C. Pyle, M.A.

### HISTORY MAJOR

#### 1. General Requirements for Graduation with a Major in History.

- a. Candidates for degrees with a major in History, as in all other departments in the college, must fulfill all the State Board and general institutional requirements as to majors and minors, and as to required courses in the Social Sciences, Natural Sciences, Psychology, English, Foreign Languages, Mathematics, and American Constitution, which are set forth in detail on pages 26-28.

#### 2. Specific Requirements for History Majors.

	Units
a. <i>Foreign Language</i> requirement -----	15
b. <i>Social Science</i> requirements in Lower Division -----	12

These must include History 2A-B, or 3A-B; and Political Science 1A-B, or Geography 1 and 2, or Economics 1A-B, or Sociology 1A-B. Students who have not had at least two years of European History in high school must take History 2A-B.

History 2A-B is designed especially for Freshmen, but is open to Sophomores. History 3A-B is designed for Sophomores and is not open to Freshmen.

Political Science 1A-B, or Geography 1 and 2, or Sociology 1A-B, may be taken in the Freshman year. Economics 1A-B is a Sophomore subject and is not open to Freshmen, except in special cases, and only after consultation with the Head of the Social Science Department.

#### *Course in American Institutions.*

Political Science 1B (or its equivalent) must be completed by all candidates for the degree of B.A., except those who complete History 102A-B.

- |   |          |
|---|----------|
| c. <i>Maximum units</i> which may be taken in History ----- | 40 units |
| d. <i>Courses in Education.</i>                             |          |

At least 12 units of professional courses in Education must be completed by students in the Pre-Secondary Teachers' Course, or at least 18 units in professional courses in Education including not less than 4 units in directed teaching in the Junior High School Teachers' Course.



### Minor.

Each candidate for graduation with a major in History must complete a minor in a subject usually taught in high school.

### e. Academic list of courses.

At least 112 units offered for the degree of B.A. with History as a major must be chosen from the following list of courses, and the 40 units in Upper Division courses required in the Upper Division must be selected from the same list:

Art. All courses.

Education. 57, 117, 136A-B, 137, 170X, 173, 175, 176, 178, 174-A-B-C, 177.

English. All courses.

Foreign Languages. All courses.

Home Economics. All courses.

Industrial Education. 1, 2, 3, 102.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B, 21A-B; Botany 40A-B; Zoology 60; Physiology 50A-B.

Social Science. All courses.

### f. Additional year-course.

At least 6 units in one of the following groups:

- (1) Foreign Language (additional to e).

This may be satisfied in whole or in part in the high school, provided the language be Latin.

- (2) Mathematics: Plane Trigonometry, Spherical Trigonometry, Plane Analytic Geometry, College Algebra, Introduction to Calculus. This may be satisfied partly in the high school.

- (3) Philosophy.

### g. Upper Division work.

- (1) Units required in Upper Division:

*Fifty-four* of the 124 units required for graduation must be completed after the student has been admitted to Upper Division.

*Forty* units of work done by Upper Division students must be in strictly Upper Division courses.

*Maximum History* units allowed toward B.A. degree after student has attained Upper Division standing will be 30 units.

*Twenty-four* units of Upper Division work in History are required; of the 24 units, 6 must be in European History and 6 in United States History. Six units of the 24 may be taken in Political Science or in Economics.

The head of the department must be consulted by History major students in making out programs.

**(2) Senior transfers to the College.**

Students with Senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in Upper Division courses, including at least 12 units in History, but no student may be graduated from the college on less than 24 units done in residence.

**(3) Scholarship in the Department.**

The student must attain an average grade of C (one grade-point per unit) in all courses offered as a part of the 24-unit major.

Students who fail in the Lower Division to attain an average of one grade-point for each unit of work taken in the Social Science department may, at the option of the department, be denied the privilege of a major in the department.

**MINOR IN HISTORY**

	Units
Lower Division-----	12
History 2A-B—History of Western Europe, or History 3A-B—History of the Americas, or History 5A-B—History of England-----	6
Political Science 1A-B—Government, or Economics 1A-B—Economics, or Sociology 1A-B—Sociology, or Geography 1A-B—Geography-----	6
Upper Division-----	9

Nine units of any upper division History. History 2A-B, or History 3A-B, or History 5A-B is prerequisite for all upper division history courses or political science courses. Political Science 1B fulfills the State requirement in Constitution and American Ideals. A student taking a minor in History may satisfy this requirement by taking History 102A-B as 6 of the 9 units of upper division history.

**ECONOMICS****LOWER DIVISION COURSES****Economics 1A. Principles of Economics (3).**

A general course in the principles of Economics.

**Economics 1B. Applied Economics (3).**

Application of the principles of Economics, and a study of important problems of the economic world.

**UPPER DIVISION COURSES****Economics 101. Labor Problems (3). (Not given in 1932–33.)****Economics 105. Problems of Modern Industrialism (3).**

**Economics 142 (I.E.). Study of Occupations (2).**

A survey of the fields of human occupations and a study of opportunities and requirements in these fields.

**GEOGRAPHY****Geography 1A. Fundamentals of Modern Geography (3).**

A development of the underlying principles of human geography through a study of the main features of the physical environment in their relationship to man's life and activities, particularly as exemplified in type regions.

**Geography 1B. Regional and Economic Geography (3).**

Prerequisite: Geography 1. A study of selected regions with wide application of the principles of human and economic geography.

**HISTORY****LOWER DIVISION COURSES****History 2A-B. History of Western Europe (3-3).**

The development of western civilization from the eve of the Protestant Revolt to the present time. A study of the political, economic, and social background of present day civilization.

**History 3A-B. History of the Americas (3-3).**

A survey of the history of the Americas from the periods of discovery and colonization to the present time. Emphasis is placed upon factors and relationships which have significance for the whole western hemisphere.

**History 5A-B. History of England (3-3).**

A survey of the political, constitutional, economic and cultural history of the British Isles.

**UPPER DIVISION COURSES**

*Prerequisite for all Upper Division Courses—*

History 2A-B, or 3A-B, or 5A-B, or an equivalent at the option of the instructor.

**History 102A-B. History of the United States (3-3).**

A study of the political, social, and constitutional history of the United States.

**History 111A-B. Modern European History Since 1815 (3-3).**

A study of European political and social development and world relationships from the Congress of Vienna to the present day.

**History 125. Renaissance and Reformation (3).**

Intellectual and religious developments of the fifteenth and sixteenth centuries and their significance. (Not given in 1932-33.)

**History 130. History of the Middle Ages (3).**

**History 131. History of the British Empire (3).**

The rise and development of the British Empire. The story of British expansion.

**History 142. History of Latin America (3).**

A study of the rise and progress of the Latin American nations. (Not offered in 1932-33.)

**History 151. History of the Pacific Ocean Area (3).**

A survey of the activities of European peoples and of the United States in the Pacific Ocean and adjacent regions. A study of the struggle for political and economic leadership in the past, together with consideration of the present situation and problems in the area.

**History 155. History of American Diplomacy (3).**

A study of the foreign relations of the United States. (Not given in 1932-33.)

**History 162. Representative Men and Women (3).**

A biographical approach to United States History. (Not given in 1932-33.)

**History 165. History of the Civil War and Reconstruction (3).**

History of the United States from 1852 to 1877. Enrollment is limited to twelve students admitted on the basis of scholarship and interest. The Lincoln Library is the laboratory and classroom for the work of the course.

**History 171. History of the United States in Recent Decades (3).**

Political, economic, and social development of the United States from 1876 to the present time. (Not given in 1932-33.)

**History 175. History of American Expansion (3).**

A study of the expansion of American territory, commerce and influence both in North America and throughout the world since 1783. (Not given in 1932-33.)

**History 180. Industrial History of the United States (3).**

A study of the economic development and industrial history of the United States. (Primarily for students in Industrial Education.)

**History 185. History of California (3).**

**History 187. History of the Near East (3).**

(Not given in 1932-33.)

**History 190. Historical Method and Historiography (2).**

Required of all History Majors in the Junior year.

**History 191. Junior High School Social Science (3).**

To be taken in the junior year by prospective teachers in Junior High School Social Science.

*Not acceptable as part of History Major or Minor requirements.*

**POLITICAL SCIENCE****LOWER DIVISION COURSES****Political Science 1A. Government (3).**

A comparative study of the governments of Great Britain, France, Switzerland, Germany and Russia.

**Political Science 1B. Government (3).**

A study of the Constitution and Government of the United States. This course satisfies the State requirement in Constitution and American ideals, and is required of all students.

**Political Science 99. American Institutions (2).**

The fundamental nature of the American constitutional system and of the ideals upon which it is based. *Given in summer school only.*

**UPPER DIVISION COURSES****Political Science 121. International Relations I (3).**

Imperialism.

**Political Science 122. International Relations II (3).**

International organizations.

**SOCIOLOGY****LOWER DIVISION COURSES****Sociology 1A-B. Elements of Sociology (3-3).**

A study of the underlying principles of society with application to present day problems.

# INDEX

	Pages
ABSENCE AND HONORABLE DISMISSAL-----	35
ADMISSIONS-----	20-23
ALUMNI, THE-----	18-19
APPOINTMENT BUREAU-----	18
ART-----	
Department-----	36
Courses, Description of-----	41-44
Departmental Requirements-----	36-37
Credential to Teach-----	37
Minors in-----	40
Suggested Major Program-----	38-40
BACTERIOLOGY COURSES-----	129
BIOLOGY COURSES-----	129
BOTANY COURSES-----	127
CALENDAR FOR 1932-1933-----	5-6
CHEMISTRY COURSES-----	126
CLASSIFICATION OF STUDENTS-----	24-25
COLLEGE ELEMENTARY SCHOOL-----	14
COMPREHENSIVE FINAL EXAMINATION, ENGLISH-----	63
CREDENTIALS-----	
Curricula Leading to-----	29-31
Requirements for-----	28-29
DEGREES AND CREDENTIALS, REQUIREMENTS FOR-----	26-30
DISMISSAL, HONORABLE-----	35
DISQUALIFICATION-----	34
DROPPED SUBJECTS-----	34
ECONOMICS COURSES-----	133-134
EDUCATION-----	
Department-----	45-59
Courses, Description of-----	53-59
Majors in-----	45-48
Suggested Curricula-----	48-52
Teaching Credentials-----	28-30
Elementary Education-----	47, 49-52
EMPLOYMENT-----	15-16
ENGLISH-----	
Department-----	60-69
Comprehensive Final-----	63
Courses, Description of-----	66-69
Major, General Requirements-----	60-61
Major, Suggested Course of Study-----	63-65
Minor-----	65
English A-----	62-63
EXAMINATIONS-----	22, 35
FACULTY, 1930-1931-----	8-11
FAILURES-----	33-34
FEES AND FINES-----	23
FOREIGN LANGUAGES-----	
Description of Courses-----	70-71
Minors-----	71
FRENCH COURSES-----	70



GENERAL INFORMATION.....	Pag
GEOGRAPHY COURSES.....	12-
GRADE POINTS.....	1
HEALTH SERVICE AND HOSPITALIZATION.....	
HISTORY COURSES.....	134-13
Major.....	131-1
Minor.....	1
HOME ECONOMICS—	
Department.....	71-
Courses, Description of.....	82-
Credentials.....	
Majors; Nutrition and Health.....	
Majors; Textiles and Clothing.....	
Major; Suggested Program.....	
Minors.....	
INCOMPLETE WORK.....	33-
INDUSTRIAL EDUCATION—	
Department, Requirements.....	86-
Courses, Description of.....	94-10
Credentials.....	
Major.....	
Minors.....	92-
INSTITUTIONAL DEGREE REQUIREMENTS.....	26-
JUNIOR HIGH SCHOOL EDUCATION.....	47,
KINDERGARTEN-PRIMARY EDUCATION.....	46, 49-
LIBRARY.....	
LIVING ACCOMMODATIONS.....	
LOAN FUNDS.....	
MAJORS—	
Defined.....	
Changing a Major Field.....	
Industrial Education.....	
Art.....	
Education.....	45-
English.....	60-
History.....	131-13
Home Economics.....	77-
Industrial Education.....	
MATHEMATICS COURSES.....	102-10
MINORS—	
Defined.....	
Art.....	
Domestic Science and Domestic Art.....	
Foreign Languages.....	
History.....	13
Industrial Education.....	92-9
Mathematics.....	10
Music.....	10
Physical Education.....	11
Science.....	129-13
MUSIC COURSES, DESCRIPTION OF.....	10
MUSIC MINORS.....	10
PHILOSOPHY COURSES.....	12
PHYSICAL EDUCATION DEPARTMENT—	
Requirements.....	107-11
Courses, Description of.....	118-12
Credentials.....	10
Majors.....	108-11
Minors.....	11
PHYSIOLOGY COURSES.....	12
PHYSICS COURSES.....	12
POLITICAL SCIENCE COURSES.....	13

	Pages
PRE-SECONDARY CURRICULA IN HOME ECONOMICS-----	77-81
PROBATION-----	34
PROGRAMS AND PETITIONS-----	32
PROVISIONAL STUDENTS-----20,	24
PSYCHOLOGY COURSES-----	125
REGISTRATION-----	22-23
REGULAR STUDENTS-----20,	24
REQUIREMENTS FOR ADMISSION-----	20-23
REQUIREMENTS FOR DEGREES AND CREDENTIALS-----	26-31
SCHOLARSHIP—	
General Provisions-----	32-35
Terms Used (unit, count, grade point)-----	32-33
Five-point Scale-----	33
Standards for Graduation and Teaching-----	33
SCIENCE DEPARTMENT-----	126-130
SCIENCES—	
Biological-----	127-128
Physical-----	126-127
SCIENCE MINORS-----	129
SOCIAL AND RECREATIONAL ACTIVITIES-----	16-18
SOCIAL SCIENCE—	
Department-----	131-136
Courses, Description of-----	133-136
SOCIOLOGY-----	136
SPANISH COURSES, DESCRIPTION OF-----	70-71
SPECIAL STUDENTS-----24,	62
STATE BOARD OF EDUCATION DEGREE REQUIREMENTS--	26-27
STUDENT ACTIVITIES-----	16-18
STUDENTS, CLASSIFICATION OF-----	24-25
SUMMER SESSION-----	19
WITHDRAWALS-----	34
ZOOLOGY COURSES-----	128

THE LIBRARY OF THE

APR 24 1931

O

UN

L-11003







ush  
3/34

# Santa Barbara State Teachers College

Santa Barbara, California

1933-1934

## Circular of Information and Announcement of Courses

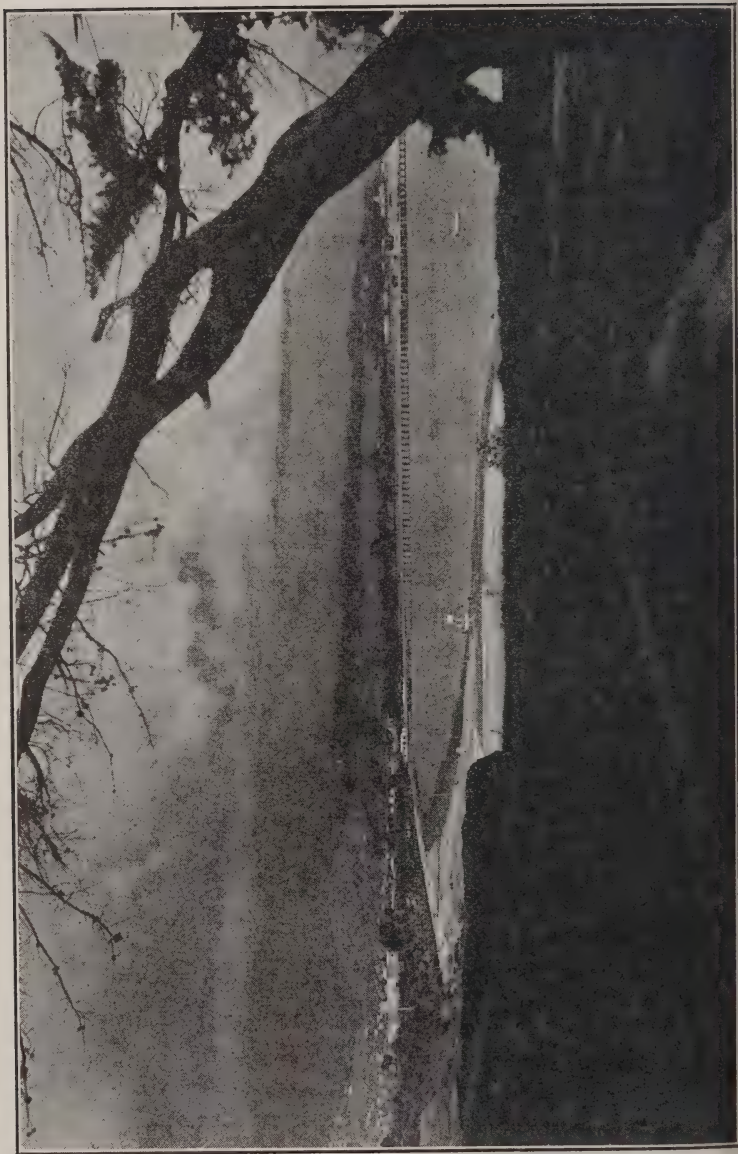


CALIFORNIA STATE PRINTING OFFICE  
HARRY HAMMOND, STATE PRINTER  
SACRAMENTO, 1933





THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS



# TABLE OF CONTENTS

	Page
CALENDAR, 1933-34-----	6
OFFICERS OF ADMINISTRATION AND INSTRUCTION-----	8
GENERAL INFORMATION-----	12
REQUIREMENTS FOR ADMISSION-----	20
SCHOLARSHIP STANDARDS-----	25
GENERAL REQUIREMENTS FOR GRADUATION AND CERTIF- ICATION-----	29
Lower Division-----	31
Upper Division-----	35
ART DEPARTMENT—	
Requirements and Curriculum-----	39
Description of Courses-----	42
EDUCATION DEPARTMENT—	
Requirements and Curricula-----	46
Description of Courses-----	53
ENGLISH DEPARTMENT—	
Requirements and Curriculum-----	59
Description of Courses-----	64
FOREIGN LANGUAGES—	
Description of Courses-----	68
Minors-----	69
HOME ECONOMICS DEPARTMENT—	
Requirements and Curricula-----	70
Description of Courses-----	76
INDUSTRIAL EDUCATION DEPARTMENT—	
Requirements and Curricula-----	80
Description of Courses-----	87
MATHEMATICS—	
Description of Courses-----	95
Minor-----	96
MUSIC—	
Description of Courses-----	97
Minors-----	98
PHYSICAL EDUCATION DEPARTMENT—	
Requirements and Curricula-----	100
Description of Courses-----	108
PSYCHOLOGY AND PHILOSOPHY—	
Description of Courses-----	115
SCIENCE DEPARTMENT—	
Description of Courses-----	116
Minors-----	120
SOCIAL SCIENCE DEPARTMENT—	
Requirements (Majors and Minors)-----	122
Description of Courses-----	124
INDEX-----	128



# OFFICIAL DIRECTORY

---

SANTA BARBARA STATE TEACHERS COLLEGE

Administered Through

DIVISION OF NORMAL AND SPECIAL SCHOOLS

of the

STATE DEPARTMENT OF EDUCATION

VIERLING KERSEY, Superintendent of Public Instruction

ex officio Director of Education

SAM H. COHN, Deputy Director of Education

## State Board of Education

DR. LEWIS P. CRUTCHER, President

GORDON GRAY

MISS ALICE DAUGHERTY

MISS ALICE ROSE POWER

R. E. GOLWAY

E. P. CLARKE

DANIEL C. MURPHY

ALLEN T. ARCHER

## Officers of Administration

CLARENCE L. PHELPS-----President

CHARLES L. JACOBS-----Dean of Upper Division

WILLIAM ASHWORTH-----Dean of Lower Division, Dean of Men

MILDRED C. PYLE-----Dean of Women

JANE MILLER ABRAHAM-----Appointment Secretary, Registrar

WILMA ELIZABETH LOWSLEY-----Financial Secretary

FRED ALLRED-----Controller—Student Body

KATHARINE FAIRCHILD BALL-----Librarian

IRENE W. CLOW-----Secretary to the President



## CALENDAR FOR 1933-34

### SUMMER SESSION

June 26, Monday-----Session Opens  
July 4, Monday, Independence Day-----Holiday  
August 4, Friday-----Session Closes

### FIRST SEMESTER

September 14, Thursday.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

September 15, Friday.

Appointments for entering freshmen:

9 a.m. Consultation with the Deans.

10 a.m. to 12 m. College aptitude test in the Auditorium.

1 to 4 p.m. Consultation with department heads in the Library.  
Registration and medical examination.

September 16, Saturday.

Appointments for entering freshmen:

9 a.m. Registration.

10 a.m. to 12 m. English A (English Composition) examination in the Auditorium.

1 to 4 p.m. Consultation with department heads, registration, and medical examinations.

Appointments for student teachers:

9 a.m. to 12 m. Conference of student teachers with supervisors.

September 18, 19, Monday, Tuesday.

Registration of all returning students. A fee of \$2 is charged for registration after Tuesday, September 19. No student may register later than Saturday, September 30.

September 20, Wednesday.

Instruction begins in all departments.

November 23 to November 26-----Thanksgiving Vacation

December 16 to January 2, 1934-----Christmas Vacation

February 2, Friday-----First Semester Closes

SECOND SEMESTER

February 3, Saturday.

9 a.m. to 12 m. Registration of all students.

Applications for admission and credentials of entering students must be filed with the Registrar prior to this date to allow time for evaluation.

10 a.m. to 12 m. English A (English Composition) examination in the Auditorium.

February 5, Monday.

Registration of all students. A fee of \$2 is charged for registration after Monday, February 5. No student may register later than Saturday noon, February 17.

February 6, Tuesday.

Instruction begins in all departments.

March 24 to April 1-----Easter Vacation

May 30, Wednesday, Memorial Day-----Holiday

June 15, Friday-----Second Semester Closes

## FACULTY 1932-33

- Clarence L. Phelps, B.A., M.A. (Stanford) ; additional graduate work at Stanford-----*President*
- Edna Rich Morse-----*President Emeritus*
- William Ashworth, B.A. (Dartmouth) ; M.A. (Stanford) ; additional graduate work at University of California and Stanford-----  
*Dean of Lower Division ; Dean of Men ; Head of English Department*
- Katharine Fairchild Ball, B.A. (Pomona) ; certificate University of Pittsburgh ; graduate Los Angeles Library School-----*Librarian*
- Helen M. Barnett, B.A. (University of California) ; M.A. (University of Southern California) ; special work in voice production, Chicago, Los Angeles, London-----*Director of Music*
- Elizabeth L. Bishop, B.S. (Teachers College, Columbia) ; M.A., Ed.D. (University of California)-----*Psychology ; Research*
- Alice V. Bradley, B.S. (Wisconsin) ; M.A. (Whittier)---*Home Economics*
- Margaret M. Burke, B.A. (Pomona) ; M.A. (University of Southern California) -----*English*
- Austine I. Camp, Wellesley College----- (part time) *Weaving*
- Lewis C. Carson, B.A., M.A. (University of Michigan and Harvard) ; Ph.D. (Harvard)----- (part time) *Geography and Philosophy*
- Cheever, Walter L., 8 years study in Museum of Fine Arts, Boston ; special study with Franklin Benson and Edmond C. Tarbell-----*Art*
- Edith O. Churchill, B.A. (Santa Barbara)-----  
-----*Institutional Management ; Cafeteria Manager*
- Florence L. Clark, B.A. (Pomona) ; State Teachers College, Santa Barbara ; M. A. (Columbia)-----*Home Economics*
- Mary E. T. Croswell, Pratt Institute ; portrait study with John M. Clawson ; sculpture with Herbert Adam ; design with Arthur W. Dow-----*Head of Art Department*
- Harold McDonald Davis, B.S. (University of Illinois) ; M.A. (Stanford)-----*Head of Physical Education Department*
- Marie June Davis, B.A. (School of Speech, University of Southern California) ; graduate work at Stanford and University of California----- (part time) *Public Speaking*
- Ruth M. Doolittle, Chouinard School of Art ; B.A. (Santa Barbara) ; M.A. (Stanford) -----*Art*
- Charlotte P. Ebbets, graduate Pratt Institute ; special work Teachers College, Columbia, Harvard---*Head of Home Economics Department*
- Roy P. Eichelberger, B.S. (University of Idaho) ; M.A. (Teachers College, Columbia) -----  
----- (part time) *Directed Teaching, Junior High School Education*
- William H. Ellison, B.A. (Randolph-Macon) ; M.A., Ph.D. (University of California)-----*Head of Social Science Department*

- Emanuel E. Ericson, B.S. (Stout Institute); M.A. (University of Southern California)-----*Head of Industrial Education Department*
- Isabel Morton Fish, graduate School of Museum of Fine Arts, Boston; graduate Evening School of Drawing, Boston-----*Art*
- Winifred M. Frye, B.S. (Milwaukee-Downer); additional work University of Chicago; Columbia Commonwealth Art Colony-----*Home Economics; in charge of Household Art*
- Fred L. Griffin, graduate Mechanics Institute, Rochester; B.A. (Santa Barbara); additional work Syracuse University and Montana State College; practical experience Franklin Automobile Factories; engineering department, Duluth Shipyards-----*Woodwork; Sheet Metal*
- Marie T. Hennes, B.A. (Santa Barbara)----- (part time) *Supervision*
- Winifred Weage Hodgins, B.S. (Washington); M. A. (Columbia)-----*Physical Education*
- Gertrude Hovey, English School of Guiding, "Foxleafe," Hampshire----- (part time) *Scouting*
- Charles L. Jacobs, B.A. (Columbia); M.A. (Stanford); Ph.D. (Columbia)-----*Dean of Upper Division; Head of Education Department*
- Roy Lawhorne, Commercial Artist----- (part time) *Art*
- Clifford E. Leedy, B. Mus. (University of Southern California; graduate work University of Southern California)--- (part time) *Music*
- Edith M. Leonard, B.E. (Chicago Academy and National Kindergarten and Elementary College, Chicago); M.A. (Claremont Colleges)-----*Director, Kindergarten-Primary Teacher Training*
- Florence W. Lyans, Pratt Institute; University of Chicago School of Fine and Applied Arts; B.A. (Santa Barbara)--- (part time) *Jefferson Elementary School and Industrial Education Department*
- Calvin McCray, B.A. (University of Southern California)----- (part time) *Scouting*
- Raymond Goss McKelvey, A.B. (Cornell); M.A. (Claremont Colleges); graduate student London School of Political Science, Ecole des Etudes National, Geneva-----*Social Science*
- Edward L. Markthaler, M.D. (Columbia)--- (part time) *Health Education*
- William Clarence Maxwell, B.A., M.A. (Stanford); Ph.D. (University of Washington)-----*English*
- H. Edward Nettles, B.S. in Ed., M.A. (University of Missouri); Ph.D. (Cornell); additional work, Cambridge University----*History*
- William W. Peters, B.A., M.A. (Knox); M.S. (Illinois); additional graduate work at Illinois and University of California-----*Physics; Mathematics*
- Agnes G. Plate, B.A., M.A. (Stanford)-----*Physiology*
- Elsie A. Pond, B.A., M.A. (Stanford); additional graduate work, University of Colorado, University of Hawaii-----*Education*
- Laura Specht Price, B.A. (University of Minnesota); M.A. (Stanford)-----*Director of Elementary Teacher Training*

- Mildred C. Pyle, B.A. (Western College); M.A. (University of California); additional graduate work at Columbia University-----  
 -----*Dean of Women; Social Science*
- Eda Ramelli, B.A. (California); M.A. (Stanford); two years' travel abroad and study at Centra de Estudios Historicos e Investigaciones Cientificas and University of Madrid----*Foreign Language*
- Charles Robson, B.A. (University of Rochester); graduate study at Universities of Geneva and Berlin----- (part time) *French*
- William L. Rust, trained in engineering, Birmingham, England, and Dunkerque, France; practical experience as chief engineer; proprietor machine shop and commercial garage; master mechanic and engineer, Loughhead Aircraft Company, Santa Barbara-----  
 -----*Automotive Theory and Repair; Machine Shop*
- Hazel W. Severy, B.A., M.A. (Stanford); D.Sc.O. (research work College of Osteopathic Physicians and Surgeons)-----  
 -----*Head of Science Department*
- Roy L. Soules, B.A. (Santa Barbara)-----  
 --- (part time) *Directed Teaching, Industrial Education Department*
- Leon Trimble, B.A. (Illinois)-----*Physical Education*
- Gladys Van Fossen, B.A. (University of Minnesota); M.A. (Columbia)-----*Physical Education*
- Earl Fiske Walker, B.A. (Nebraska Wesleyan University); Ph.G. (Nebraska University); M.A. (Nebraska University); additional graduate work at Chicago University and Stanford----*Science*
- Harrington Wells, B.A., M.A. (Stanford)-----*Science*
- Schurer O. Werner, B.A. (Santa Barbara); practical experience in Architectural Drawing and Building Construction-----  
 -----*Architectural Drawing; Electrical Construction*

**ASSISTANTS****Administrative Offices****Clerical Assistants**

Dorothy Dowling	Mamie S. Miller
Evelyn Hylton	Phebe Steer
Wilhelmina Menken	Lorraine Woolman

**Health and Physical Education**

Alice Gross, Accompanist  
Elizabeth Sweet, R.N., Office Nurse

**Library**

Della Haverland, B.A., Lincoln Library  
Luella S. Wharton, B.A.

**Industrial Education****Teaching Assistants**

Karl Houtz	Ralph Porter
Edwin T. Maier	Charles Richardson

**Students' Cooperative Store**

Ora Willits, Manager  
Stuart Thompson



## GENERAL INFORMATION

---

### LOCATION

Santa Barbara is a most delightful city of more than 40,000 population. It has one of the most attractive natural settings in the country, and the combination of its scenic beauty and its delightful climate attracts visitors and homeseekers from all parts of the world. It is essentially a city of homes and has a superior type of citizenship, all of which taken together makes it an admirable place in every way for the location of an educational institution.

The college is built on a tract of land containing sixteen acres, located on Mission Ridge within the city limits. It overlooks the entire city and commands a view of the Santa Barbara Channel and the islands beyond it. Goleta Valley, with the Pacific Ocean in the distance, spreads out in another direction, while high mountains rising up impressively almost from the campus itself complete the grandeur of the picture which annually delights the thousands of people who come to view it.

There is no more equable climate in all California than in Santa Barbara. Official records show that the difference between the mean temperature of summer and winter is only twelve degrees at any one given hour of the day and night. The hottest hours of summer rarely exceed ninety degrees, and the coldest nights seldom register a temperature below thirty-two degrees. There are on an average two hundred and forty clear days during the year and of the remaining, sixty are wholly cloudy, and sixty-five partially so.

### HISTORICAL

This institution was founded by legislative enactment in 1909, under the name of the Santa Barbara State Normal School of Manual Arts and Home Economics. Its first sessions were held in the Blake Memorial Building of the public schools of the city. Later, the present commanding site was secured. The first buildings were completed and occupied in 1913.

Within the next six years three other buildings had been completed, and the departments of art, physical education and music had been added. In 1919 the Legislature added the general professional department and changed the name of the institution to The Santa Barbara State Normal School. Again, in 1921, by legislative enactment, the institution changed its name to The State Teachers College of Santa Barbara and secured the right to develop courses leading to the B.A. degree upon approval by the State Board of Education.

At the present time, all major departments in the college grant the B.A. degree upon authorization by the State Board of Education.

## RECENT DEVELOPMENTS IN BUILDINGS AND CAMPUS

The original "Quad" building, familiar to alumni, has been remodeled and reequipped, and is in use now wholly for classroom and laboratory work. In it are located the laboratories equipped for work in chemistry—inorganic, organic, food, textile and physiological chemistry; for the biological sciences and for physics.

The art department is located in this building, and has its own lecture room and suites of laboratories for various phases of its work. There is a craft laboratory fully equipped with tools for teaching toy making, bookbinding, leather tooling, jewelry and pottery. Adjacent to this room is the kiln room with its kiln for firing pottery, and its moulds and wheels. The weaving laboratories on the mezzanine floor are equipped with many two-, four-, and six-harness looms of Swedish pattern, besides Barbour and table looms, providing altogether a full outfit for weaving cotton, linen, silk and wool textiles.

Ebbets Hall, the new home economics building, made possible by an appropriation made by the Legislature of 1927, houses modern equipment for carrying on home economics training by approved methods, under ideal conditions. It contains four laboratories for cooking and demonstration and dietetics work, each equipped with electric ranges and other modern labor-saving devices. A large laundry room is provided with stationary tubs, several varieties of patent washers, patent ironers, electrically heated drying closet, and other modern laundry appliances. One room is specially fitted for the courses in home nursing and table service.

The clothing and textile laboratories in this building are beautiful and spacious, well lighted and thoroughly furnished with new equipment. The Colonial textile room has a large fire place with early American appointments. The room itself is patterned after Capen House (1693). Its beamed ceiling and furnishings of spinning wheels and chairs of early period give an atmosphere conducive to the study of textiles and early American modes of living.

In this building also, are the large rooms used for social and dining purposes, including three dining rooms and two roof gardens. Meals are served three times a day on an approximate cost basis.

This building also contains the practice cottage, *Emoha*, where the senior home economics students have an opportunity to keep house. The cottage contains a living room, dining room and kitchen, three attractive bedrooms, and two baths, and is attractively furnished.

Four temporary buildings house the shops and laboratories of the industrial education department. These include a machine shop equipped with lathes, milling machines, drills, grinders, planers, hack saws, and all other necessary small tools; a forge shop and foundry equipped with various types of forges, a tempering furnace, power hammer, oxyacetylene welding equipment, and other appropriate tools; sheet metal shops equipped for sheet metal work and for a course in art metal and jewelry; also two automobile shops completely equipped with demonstration machines and engines, and full equipment for the study and repair of gasoline cars and trucks, and for the study of auto electrics. A wood-working shop is equipped with complete facilities for all types of wood-work and wood finishing; an electric shop is provided for practical work

in electrical construction. There is also a general shop used in directed teaching of school children, drafting rooms for the work in mechanical drawing, architectural drawing, and work of allied types.

College print shops are equipped with power presses, paper cutting and binding equipment, and a full complement of type of several styles. A recent important development has been the purchase by the student body of a commercial linotype machine and commercial press, thus affording unusual facilities for practice in printing. The college weekly paper, the *Roadrunner*, and the alumni journal, *Hoy Dia*, are issued from this shop.

A well equipped gymnasium building serves the physical education interests of the college.

The music department is housed in the completely remodeled old cafeteria building, which now contains a large auditorium for all kinds of rehearsals, an instrument room and two classrooms.

The new administration building, which has been occupied since January, 1928, in addition to furnishing commodious and convenient administrative offices, includes an auditorium and the new library.

The library is a collection of more than 30,000 carefully selected books and pamphlets. It consists of well-balanced professional, technical, literary and reference material, which meets the fundamental requirements in all departments. The "Lincoln Library," which is being provided by a friend of the college, and which occupies a room set apart for it in the new library, now has some 4,000 volumes of carefully chosen books. Other additions to the library, both by gift and purchase, are being made as rapidly as possible.

Carefully selected current periodicals furnish material for the various departments and stimulating reading for the cultural progress of both students and faculty.

## COLLEGE ELEMENTARY SCHOOL

The city schools afford the laboratory for directed teaching. In the kindergarten and elementary field, the Jefferson School, a beautiful new building on the Riviera, is used, while two junior high schools and the high school are used to some extent for junior high school and special secondary teacher training. There are also arrangements for the use of certain private institutions for this purpose.

The schools aim to be practical and progressive in their attempt to arouse, guide and interpret purposeful, self-directed activity on the part of the children.

## THE NEW SITE

A beautiful new site for the college has been secured on the mesa just above the breakwater. It consists of forty-six acres of level land on the bluff, with some twenty acres of broad beach below. A master plan for the complete development of the institution on this wonderful site is now nearing completion.

## THE STUDENTS' COOPERATIVE STORE

There is maintained on the campus a store to supply student needs in books, stationery, supplies of all kinds needed in college work. The store operates under the direction of a store committee consisting of three members of the faculty, who plan policies with the manager, and help to make it possible for students to purchase their supplies at minimum cost.

## LIVING ACCOMMODATIONS

Living arrangements for students whose homes are not in Santa Barbara are made through the offices of the deans. Board and lodging for students can be secured in private residences. The cost of board and lodging (1) in boarding houses near the college ranges from \$30 to \$40 a month; (2) for students living in housekeeping rooms and "boarding themselves" the expenses vary from \$20 to \$30 a month.

Lists of approved houses and other information concerning living accommodations may be obtained at the office of the Dean of Men or Dean of Women.

Women students desiring to arrange housekeeping in groups consult with the office of the Dean of Women and secure a responsible person to act as supervisor of the group. Women students secure the approval of the Dean of Women before engaging living quarters. Pending permanent location of women students the Santa Barbara Recreation Center will furnish inexpensive accommodations.

## EMPLOYMENT

**Opportunity for Self-support.** Students desiring employment should send in their application to the Dean of Men or Dean of Women. Personal application *should not be made* until the period of registration as employment lists are not made up before that time. Positions can not be secured by correspondence. Students must be on the ground to negotiate for themselves.

It is often difficult for students to secure remunerative employment from the start. In general, no one should come to Santa Barbara expecting to become self-supporting, throughout the college course, without having on hand at the beginning sufficient funds to cover the expenses of the first semester.

Only a few students find it possible to be entirely self-supporting. With reasonable diligence a student can devote from twelve to twenty-five hours per week to outside work without seriously interfering with college work.

Board and lodging can usually be obtained in private homes in exchange for services rendered. Opportunities also exist for obtaining employment on an hourly basis in the following fields: (1) for women—typewriting and stenography, clerical work, telephone service, housework, care of children, etc.; (2) for men—garage work, driving, service station, gardening, and the like. The rates for employment of this kind vary from twenty-five to fifty cents an hour. A student qualified to do tutoring and other technical work can occasionally find employment on a more remunerative basis than in the fields mentioned above.



### LOAN FUNDS

**The Ednah Rich Morse Loan Fund**—established in 1916 by Ednah Rich Morse to aid deserving students. This fund is to be used for small emergency loans. These loans do not exceed thirty dollars and may run only for a few months. No interest is charged. Applications should be made to the Financial Secretary through the deans.

**The Santa Barbara Student Loan Fund**—established in 1920 by Mr. William Wyles to make it possible for students to finance their college course. A low rate of interest is charged and the student is expected to repay after he has completed his training and is gainfully employed. Application for loans from this fund should be made to the president of the college, through the office of the Dean of Men or Dean of Women.

### SCHOLARSHIPS

The institution has a limited number of scholarships for entering freshmen. Selection of candidates for these scholarships is based on three things—scholarship and institutional activities in high school, and personal characteristics. Applications for these scholarships should be forwarded to the Registrar by the principal of the high school, with complete details covering the points designated above.

### STUDENT ACTIVITIES

The student body has charge of general matters that pertain to student activities. These activities have two phases, one of which relates to the welfare and happiness of the students themselves, and the other to cooperation with the faculty in the maintenance of the standards and reputation of the school.

There are attractive opportunities for social and recreational activities. The most important student body organizations on the campus are the student body as a whole, the Associated Women Students and the Men's Club.

Student organizations have specific aims which will be suggested by the following list: Associated Women Students; Men's Club; Art Club; Home Economics Club; Industrial Education Club; Outing Club (hiking); Debating Society; Athletic Association; College Players; Golf Club; Alumni Association; Orchestra; Glee Club; Band; Kappa Delta Pi, National Educational Fraternity; Delta Phi Delta, National Art Fraternity; Kappa Omicron Phi, National Home Economics Fraternity; Pi Sigma Chi, Honorary Industrial Educational Fraternity; Phi Delta Pi, National Honorary Physical Education Fraternity; Alpha Phi Gamma, National Journalistic Fraternity; Pan-Hellenic Association, etc.

**Social and Recreational Activities.** All social affairs are administered by a student committee in cooperation with a faculty committee of which the Dean of Women is chairman. Similar committees are in charge of debating, dramatics, public entertainments, etc. Matters pertaining to finance and management are supervised by the president's office either directly or through an appointed representative from the faculty.

Among the most enjoyed social activities are trips to the Channel Islands and the various beaches, dancing, stunt parties, bathing and hiking. During the year, plays are given at intervals. The Community Arts Association provides numerous entertainments in drama and music, with productions and concerts regularly each month.

The scenic beauties of Santa Barbara are unique. The mild climate with its continuous good weather attracts distinguished people who have made this their home and through cooperation have developed a community spirit which is already internationally known.

There is a flourishing artists' colony and a writers' club, both of which are active in sponsoring the native folklore together with all else which is best in literature and art.

Thus the location of the college is in every way ideal, and, united with high college standards, offers inducements rarely found in such happy combination.

With the assistance of the organizations, the sympathetic cooperation of the faculty, and the wide opportunities afforded by such a city as Santa Barbara, it is hoped that the student may find all that contributes to a normal, healthy and joyous life, at the same time that he successfully pursues his studies in his chosen field.

**Athletics** of all kinds for both men and women are encouraged. The general object is to encourage all-round physical development and good academic work. Trained coaches are in charge of all athletic activities. The men's division of the physical education department sponsors intercollegiate and intramural competition in all sports.

Freshmen and varsity teams will be organized in the various sports for intercollegiate competition.

The women's division of the physical education department sponsors the annual May Day program and the play day, an invitational competitive and social event for the girls of the near-by high schools.

In addition to its own athletic field in Mission Canyon one-half mile from the campus, and the small field on the present campus, the college has the use of Pershing Park, a recreational field owned by the city, which is lighted for night contests. The past year, the college has used this field for its night contests in football and track. We hope to add baseball as a night sport for the season of 1933-34.

Tennis courts are maintained by the college both on the campus field and at the Mission Canyon field.

**Eligibility for Office Holding and Student Activities.** The major student offices are defined to include the following:

Editorship of *La Cumbre*, or *Roadrunner*, or *Hoy Dia*.

President of Student Body.

Social Chairman of Student Body.

President and Manager of Men's or Women's Athletic Association.

President of Associated Women Students.

President of Men's Club.

Chairman of Student Activities Committee.

Manager of Oratory and Debate.

Manager of Band and Glee Club.



To be eligible to hold any of the foregoing offices or to represent the college in any public performance, a student must be carrying a program of 12 units and have carried during the preceding semester at least 12 units of work and have made a number of honor points equal to the number of units carried (C average).

In athletics, to be eligible for varsity competition, a student must have passed 24 units of work in the preceding year with an average grade of C or better, and at the time of the contest must be passing in 12 units of work. This rule applies also to junior college transfers who seek eligibility for varsity competition.

Eligibility in all cases must meet the standards of the Southern California Intercollegiate Athletic Conference.

**Lectures and Motion Pictures.** The college has a lecture foundation which is administered jointly with the Santa Barbara Museum of Natural History. Under this arrangement lectures of scientific value and general interest are provided at frequent intervals. These lectures are open to students free of charge.

The auditorium at the college contains a complete motion picture equipment which is used regularly for entertainment and instructional purposes.

### HEALTH SERVICE AND STUDENT HOSPITALIZATION INSURANCE

The college maintains a health office on the campus, under the direction of a faculty health committee. A physician from the city is on the campus for an hour each week day for consultation, and a graduate nurse is employed in the office half of each day. This office handles routine physical examination of all enrolled students at the beginning of each college year and at graduation, provides daily advisory service to students, passes upon cases requiring limited or increased physical activity, attends to first aid in emergencies, issues health certificates for teaching credentials, and serves in many ways as agent in the education of students in matters of health.

The health service is housed in the health cottage, which provides a private consultation room, waiting room, and rest rooms for men and women.

A part of the student body fee is set aside to form a fund for hospital care in case of sickness, accident or operation. This fund protects the students who are members of the Associated Students' Organization against hospital expense within certain specified limits, and pays for a limited number of physician's visits in case of illness or accident. The fund is administered through the health office and health committee, under a contract agreement with the student body.

### APPOINTMENT BUREAU

The college maintains an appointment bureau for the mutual service of its graduates, superintendents and boards of trustees desiring to fill teaching positions. There is a fee of \$2 for the service rendered. The fee covers a campus membership to the College Alumni Association, copies of *Hoy Dia* and letters of recommendation sent by request of

applicant to superintendents, principals or boards of education. There is no guarantee that positions will be secured, but the appointment bureau pledges itself to render every possible service to the graduate in securing a satisfactory position.

The same interest is taken in graduates in service as in those just completing the work of the college. A question blank is sent out each year asking for information concerning the work and prospects of graduates. From the returns, the bureau is able to be of service in securing promotions for progressive graduates, a matter quite as important as securing the first position. All candidates are expected to reimburse the bureau for telephone messages and telegrams found necessary by the appointment secretary when making efforts in their behalf. Jane Miller Abraham, appointment secretary.

### THE ALUMNI

The alumni organization is an important factor in the life of the school. Upon graduation, students become eligible to membership. The dues are \$2 per year. This includes the alumni magazine, *Hoy Dia*. Information is collected from all members each year through the questionnaire of the appointment secretary. Many new positions are secured for members by this means and the school is kept fully informed of the activities of its graduates. Alumni reunions are held at intervals in Santa Barbara, and also in such centers as San Francisco, Los Angeles, Sacramento and Bakersfield.

### SUMMER SESSION

The summer climate of Santa Barbara is delightful, and the summer session offers, in addition to the main consideration of educational courses at the highest grade, all of the advantages of a vacation at the seaside or the mountains. A session is held each year, beginning about two weeks after the close of the regular session. This session is especially designed for the needs of teachers in service, and suggestions are welcomed as to how it can better serve this end.

### MAIL

No student mail will be received at the college. All students should give their mail sent to general delivery until such time as they have acquired a permanent address in Santa Barbara. Thereafter, all mail must be sent to that address.

## ADMISSIONS

---

"The State teachers colleges are the established institutions under the direction of the Department of Education to carry on, in part or in whole, as they may from time to time be authorized to do, any or all lines of work necessary for the training of the public school teachers of the State of California. They are also authorized to grant baccalaureate degrees." \*

### REQUIREMENTS FOR ADMISSION

Every person admitted as a student to the State teachers colleges must be of good moral character, in good health, without physical or other defects which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction. A student in doubt concerning his health qualifications should consult the health committee.

Three different groups of students are eligible for admission :

**A. Graduates of accredited public secondary schools of California,** graduates of other secondary schools of California and graduates of schools of secondary grade of other states recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows :

1. **Clear Admission:** High school graduates who present twelve recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present nine recommended units earned in grades ten, eleven and twelve.)

2. **Provisional Admission:** High school graduates who present fewer than the prescribed number of recommended units, but who, through their principal's estimations and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who also have abilities, interests, and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students. For method of securing regular status see "Classification of Students," page 24.

**B. Teachers holding valid credentials to teach** in any county of the State may be admitted for further study. Such students may become candidates for a degree only when entrance deficiencies have been duly satisfied, as determined by the faculty of the college.

**C. Persons over twenty-one years of age** may be admitted to undergraduate standing as special students provided they present satisfactory

---

\* Bulletin H-1, California State Department of Education, p. 3.

evidence of character, education and general intelligence (including satisfactory scores on college aptitude tests). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the college.

## APPLICATIONS FOR ENTRANCE

### A. From High School.

Applications for entrance, accompanied by all necessary information, complete scholastic record, letters verifying teaching experience, if any, personal recommendations, etc., should be in the hands of the credentials committee by July 15th for the fall semester and by November 15th for the spring semester. Evaluations of records given by the credentials committee are void if not used within a period of two years.

**Records of high school work** should be presented on blanks which may be secured from the Registrar's office at the college. Fully qualified students should fill out the "Clear Admission" blank. Students who do not meet the full requirements should use the "Provisional Admission" blank.

### B. With Advanced Standing.

Credit may be allowed for work taken in other institutions of collegiate grade. Applicants for admission who present more than the minimum requirements for graduation from California high schools may be admitted to advanced work. This does not reduce the total number of units required for graduation (124).

**1. Transfers from Junior Colleges.** Credits earned by applicant for admission who *transfer* from junior colleges will be accepted at the teachers colleges for degrees and credentials upon the following basis:

- a. Not more than sixty-four credits of lower division standing may be offered.
- b. No credits for professional courses in education may be offered.

Students transferring from other institutions should present full official transcripts of all work which they wish to present for evaluation. Such transcripts must be either the originals or copies attested by a notary, or photostatic copies of the originals, and must contain the following information:

- a. Names of subjects.
- b. Units completed and grade obtained.
- c. Hours per week and number of weeks.
- d. Length of "hour" in minutes.
- e. Key to grading system used when grade was assigned.

**2. a. Admission by Examination** is sometimes permitted in exceptional cases. Such cases must have the approval of the head of the department, the instructor concerned, and the credentials committee.

b. Persons having had previous experience in teaching are assigned to a two unit course in supervised teaching. The satisfactory completion of this work automatically validates previous experience and entitles the



student to full credit for supervised teaching (not to exceed 8 units). This in no way reduces the total number of units (124) to be earned for graduation.

**Residence Requirement.** Of the 124 or more units required for a bachelor's degree, at least 30 must have been completed in this college in residence.

**Extension work** may be allowed under approved conditions, not to exceed 30 units in amount. However, teachers in service are not permitted by State board regulation to take more than 10 units of work during the school year.

### C. Examinations at Entrance.

All entering students carrying six or more units of work, except those who present official evidence of having met this requirement previously in an accredited institution, must take the *English A examination*,\* the *college aptitude test*, and a *physical examination* at the time of entrance. These examinations are given on the first days of registration, and form an essential part of enrolling in the institution. Registration is not complete until these obligations have been met. A small fee is charged for the aptitude test and for the English A examination. The physical examination is a part of the health service offered by the college health office.

Students who have a record for the completion of the English A requirement should request that this record be included on the transcript of record which they present for evaluation.

### D. Registration.

#### 1. Fall semester.

a. **For entering students.**—Registration takes place on Thursday, Friday and Saturday of Freshman Week, September 14, 15, 16. New students are expected to be on the campus during these days for consultation with the deans, with the department heads, and to take the college aptitude test and the English A test, and complete their registration. (See c below.)

b. **Returning students.**—Should register on Monday and Tuesday, September 18 and 19.

c. **Late registration.**—A fine of \$2 will be charged for registration after Tuesday, September 19.

Registration is not complete until all fees, including student body and laboratory fees, are paid. Failure to take the college aptitude test and English A at the scheduled time, or to present in lieu of it a record from another institution of collegiate grade, will be counted as late registration.

d. **Program cards.**—Students are given until Tuesday, September 19, at 4.30 p.m. to make necessary changes and adjustments in their programs. Cards must be in the hands of the Registrar at that

---

\* For details of English A requirement, see English Department, page 61.

time, and no changes may be made thereafter, except by petition to the credentials committee.

## 2. Spring semester.

- a. **For all students.**—Registration takes place on Saturday, February 3, and Monday, February 5.
- b. **Late registration.**—A fee of \$2 will be charged for registration after Monday, February 5.

## FEES

### For entering students only—

College aptitude test (at time of registration) -----	\$ 50
English A examination (at time of registration) -----	50
*English X -----	5 00

### For all students—

Registration fee per semester -----	6 50
Per unit in each course carrying laboratory work -----	1 00
Student body -----	12 50
Library maintenance -----	2 00
Incidental -----	1 00

### Summer session—for all students—

Registration -----	20 00
Per unit in each course carrying laboratory work -----	1 00
Library maintenance -----	1 00
Student body -----	1 00

## FINES

Late registration -----	\$2 00
Failure to meet officially required appointments, such as medical examination, English A examination, college aptitude test, each -----	1 00
Overdue library books: On reserve, 25 cents per hour, or per day--	1 50
Other books, per day-----	25
Failure to return physical education equipment—see under Physical Education Department.	
Failure to turn in by the required date the double semester program card or the group of three daily program cards, each set--	1 00

NOTE.—In payment of bills by check, checks of the exact amount of the bill only will be accepted.

The student body fee each semester, as provided by the student body constitution, entitles each student to entrance to all regular athletic contests and other student body activities, together with a subscription to the college weekly, *The Roadrunner*. Those who have paid the student body fee for two semesters are entitled to a copy of the annual; those who have paid the student body fee for only one semester are required to pay an additional fee of \$2.00 for the annual. The student body fee also covers hospitalization insurance.

\* Required of students failing English entrance examination who must therefore take the English X course.



## CLASSIFICATION OF STUDENTS

For convenience, students are classified within the institution under four distinct headings:

### I. According to their fulfillment of entrance requirements.

At the time of entrance, students are classified on the basis of whether they are admitted with "clear" or "provisional" status.

**Regular** students are defined as high school graduates, or those equally qualified, who can fulfill the entrance requirements for "clear admission." They are eligible for any degree or certificate granted by the college.

**Provisional** students are defined as high school graduates, or those equally qualified who do not fulfill regular college entrance requirements. *They are not eligible to candidacy for degrees or regular certificates until they are able to attain regular status.* Provisional students may attain regular status by earning as many grade points as units while carrying a program of 12 units or more in any semester in their lower division work. Application for change from provisional to regular status must be made to the credentials committee by petition.

**Special** students are defined as those who can not qualify as either regular or provisional.

### II. According to their program of study.

**Full-time** students are those who carry a program of 12 or more units. They may be either regular, provisional or special.

**Part-time** students are those who carry less than 12 units of work. They may likewise be regular, provisional or special.

### III. According to their objective.

**Classified** students are those who indicate at entrance a preference for a specific major field of study which they expect to pursue in upper division. Such students may affiliate at entrance directly with their chosen department in the college. They will then have as their adviser during the first two years the head of their major department.

**Unclassified** students are those who prefer not to choose an upper division major at entrance. They have as their adviser the dean of the lower division.

### IV. According to their level in the college curriculum.

**Lower division** includes the first two years of college work. Students who have completed 0 to 29 units of work are ranked as freshmen; those who have completed 30 to 59 units of work are ranked as sophomores.

**Upper division** includes the third and fourth years of college work. Students who have completed 60 to 89 units of work are ranked as juniors; from 90 to 124 units as seniors.

Combinations of these terms explain the present status and progress of a student. For example, a regular, full-time, unclassified lower division student is a freshman or sophomore, who has been admitted to the college in full standing, is carrying a program of not less than 12 units, but is not affiliated as yet with any degree-granting department.

## SCHOLARSHIP STANDARDS

---

For definitions of students as regular, provisional, and special, full-time and part-time, lower division classified and unclassified, see page 24.

### The Unit.

A semester unit is defined as a course requiring one full period of class work per week with two hours outside preparation, or if a laboratory subject, three full periods a week, taken for not less than eighteen weeks. In any laboratory course, three laboratory hours have the value of one unit of prepared recitation.

### Class Status in Terms of Units.

A student must complete 29 units for sophomore standing, 59 for junior standing, and 89 for senior standing.

One hundred twenty-four units are required for a degree or for a teaching certificate.

## PROGRAMS

1. An average program is 16 units per semester, but a maximum of 17 units may be carried without petition to credentials committee. Those students who are physically below normal are advised to take a maximum program of not more than 14 units.

2. A regular student may not take less than 12 units without petition.

3. A student with a single failure may not take more than 16 units the following semester.

4. A student placed on probation is not permitted to enroll for more than 14 units of work in addition to physical education activity.

5. The method of petitioning for units in excess of the normal load (17 units) is as follows:

a. The student secures a blank petition from the registrar and fills it as indicated.

b. It is signed by the head of his department and by either the Dean of Men or the Dean of Women.

c. The student returns the petition to the registrar, who later reports to the student the action of the credentials committee in the case.

Approval of excess units will be given only to students whose scholarship average of 2.5 for the past semester indicates ability to carry the work. Petitions of this type must be filed on or before Friday of the second week in the semester.

6. A semester program card must be filed at the time of registration. Any change after this may be made only by petition. New courses may not be added after the third week.

7. For procedure in dropping a subject see "Withdrawals and Dropped Subjects," page 27.

## SCHOLARSHIP STANDINGS

Scholarship After Entrance Is Rated on a Five-point Scale as Follows:

A—Superior, B—Good, C—Average, D—Poor, and F—Failure.

### Grade Points.

The quality of a student's work is further expressed in grade points. An A gives three grade points per unit; a B gives two grade points per unit; a C gives one grade point per unit; a D has no grade point value, and one grade point is deducted for every unit which has the grade F. No student will be graduated whose total grade points do not equal his total units. For work marked "Incomplete," or "Withdrawn," the student receives neither units nor grade points. Completed work will be duly credited.

### The Count.

When it is desirable to consider both quantity and quality of work done by the student, as in figuring for probation and dismissal, the count is used.

The count is defined to be the sum of the grade points and the units made by the student.

### General Provisions Concerning Scholarship.

1. No person shall be graduated who has not made an average grade of "C."

2. All transcripts of record issued to students who have not attained a graduating average, and those issued to provisional students who have not achieved regular status bear the stamp *Provisional*, *Probational* or

#### *Disqualified Standing.*

3. No person is admitted to work in supervised teaching whose total average in the institution is below a "C" average (that is, whose total grade points are less than his total units). Any person already admitted to teaching whose total average shall fall below "C" is barred from teaching until the "C" average is reestablished.

4. **Warnings at midsemester.** Warning notices are sent at midsemester to students reported to be doing unsatisfactory work at that time. (D's or F's.)

A student who at the middle of any semester has unsatisfactory grades in more than 50 per cent of the units originally scheduled on his program card when filed, shall be interviewed by the Deans.

5. **Failure in any required course necessitates repetition of the course the first time it is given.**

A student who fails in the first semester of a course may not continue the course until the failure is removed except upon special permission of the instructor. If such a student is permitted to continue a course the second semester and is reported as unsatisfactory at midsemester, he is thereby automatically dropped from the course.

**6. Incompletes.** An incomplete grade is given for work left unfinished at the end of any semester provided that the work completed thus far has been of passing grade.

Students receiving incompletes may take a second semester in the course before making up the incompletes *if the instructor approves*.

Incompletes not made up within a year become failures. The department head will check this.

Incompletes must be completely removed or definitely arranged for by the beginning of the last semester of the senior year.

### Probation and Disqualification.

1. If, at the end of any semester in college, a student fails to make twenty-two counts (the sum of units made and grade points), he is placed on *probation*. At the end of any semester, if the student fails to obtain 10 counts he is *disqualified*.

2. At the end of the second and any subsequent semester the student's entire record is compared with what would have been obtained had he done standard work. If seriously below standard, the result is probation; if very seriously below, disqualification. See official bulletin board for details.

3. Whenever a student is permitted to register for less than 12 units, proportional reduction in requirements is made.

4. A student who incurs probation at the end of the second and any subsequent semester will, so long as his probation continues, be disqualified at the end of any semester in which he fails to maintain a "C" average. So long as he maintains a "C" average on the work of each semester he will not be disqualified unless his work falls below the required general average.

**Reinstatement**, after disqualification, is possible only upon the completion of a semester's scholastic work with a program acceptable to and filed with the Deans. Reinstatement is established upon the recommendation of the appropriate Dean to the credentials committee.

Upon reinstatement a student is considered as being deficient in general average the smallest number of grade points that will result in his probation. This provision does not affect the number of grade points he must make to graduate.

A student who incurs a second disqualification is not eligible for reinstatement.

### Withdrawals and Dropped Subjects.

1. A student withdrawing from a class or from college for any reason should notify the Deans and follow the usual withdrawal procedure.

2. Courses dropped during the first three weeks of a semester are marked "W" or "F" depending on whether the student was doing passing or failing work at the time of withdrawal.

3. Courses dropped during the last three weeks of the semester will be marked "Inc." if of passing grade at the time of withdrawal. Otherwise they will be marked "F."

4. Courses dropped at any other time of the semester will be marked "F."



5. A student desiring to drop a subject which has once been signed for by any instructor on his semester program card, or to take up a new subject after the semester program card has been filed, must apply to the registrar for the requisite blank petition and follow the procedure thereon provided. Permission to change program will be granted upon recommendation of Dean of Men or Dean of Women, only for extraordinary reasons, such as serious illness, etc.

6. A subject irregularly dropped automatically becomes a failure.

### **Absence and Honorable Dismissal.**

**Excuses for unavoidable absence** from class may be secured from the Dean of Men and the Dean of Women.

**Application for a brief leave of absence**, to expire on a definite date, should be made to the Deans.

No excuses for absence will relieve the student from the necessity of completing all the work of each course to the satisfaction of the instructor in charge.

**Honorable dismissal** will be granted to students in good standing who find it necessary to leave the institution before the close of any semester. It will be granted on petition to the credentials committee by securing the appropriate petition slip from the registrar.

**Indefinite leave of absence** may be secured from the appropriate Dean, and notice filed with the registrar.

Students disqualified by reason of scholarship deficiencies, students on probation, and students under suspension are not regarded as students in good standing.

Students who discontinue their work without formal leave of absence do so at the risk of having their registration privileges curtailed or entirely withdrawn.

### **Examinations.**

1. Examination requirements for any semester course shall consist of a minimum of four examinations, to be given within regular class hours, and distributed throughout the semester at the discretion of the instructor.

2. A student who misses any announced examination is not entitled to special examination except upon approval of the appropriate Dean and the payment of \$1 to the financial secretary. The student will present the receipted permission slip to the instructor at the time of the special examination.

The last examination of the fall semester will be definitely scheduled by the institution during the final week of the semester.

## GENERAL REQUIREMENTS FOR GRADUATION AND CERTIFICATION

All students who are candidates for degrees and for certification to teach must meet certain requirements set up by the State Board of Education, by the college, and by the several departments within the college.

### DEGREE REQUIREMENTS

#### A. Prescribed by the State Board of Education.\*

Units required for graduation are 124, of which 64 are normally completed in lower division and 60 in upper division.

Required courses to be completed in lower division aggregate 35 units, and include 12 units of social sciences, 12 units of natural sciences, 6 units of English, 3 units of psychology and 2 units of physical education. A detailed discussion of this requirement will be found in the section on lower division, page 33.

Required courses to be completed in upper division include the professional courses, not less than 12 and not more than 40 units of which may be in the field of education. A minimum of 4 semester hours of directed teaching is required of all candidates for credentials.

The State Board also sets the limits for each department of the college as to the number of units which may be included in the department major. This limit is 24 semester hours in the physical education department, and 50 semester hours in each of the special fields of art, industrial education and homemaking.

#### B. Additional requirements within this institution.

**English A.** An examination in English composition must be taken by all entrants at their first registration. Admission to courses in the English department is postponed until students are able to pass this examination. For details, see English department, page 61.

**Foreign Language and Mathematics.** It is strongly recommended that students planning to enter this institution should complete in high school two years of foreign language and two years of mathematics other than arithmetic.

**Physical Education.** Four units of physical education distributed over the four years of the college course, one-half unit each semester, are required of all students. This includes the two units prescribed by the State Board of Education.

#### Majors and Minors.

The work of the college is, in general, arranged so that the student selects a major field of study, and one or more minor fields, varying with the type of credential he desires to obtain. There is considerable variation in the minor requirements for different credentials, and the candidate

---

\* Bulletin H-1, 1930. State Board of Education.



should study each department section carefully in this matter, and consult the department head before planning his program.

**A major** in this institution is defined as follows:

- (a) Lower division work of not less than 12 units in a given subject or field; and
- (b) Upper division work of from 18 to 24 units additional in the same subject or field.
- (c) Majors will aggregate from 30 to 50 units. No major may include more than 50 units.

**A minor** in this institution is defined as follows:

- (a) Lower division work of from 6 to 12 units in a given subject or field; and
- (b) Upper division work of from 6 to 10 units additional in the same subject or field.

**Choice of minors.** The student should be guided in the choice of his minor field by the advice of the head of his major department. In general, minors are designed to give breadth and background in the training of the teacher, although they may also serve the purpose of providing him with a second subject which he can teach if necessary. Some combinations of subjects are better teaching combinations than others. Some combinations are better than others in transfer credit and as preparation for graduate study. The future plans of the individual student will determine which of these aspects should have greater weight in choice of the minor. Normally, a student majoring in a special department should choose an academic minor. This will give better cultural background, and furnish a better balanced course for transfer to graduate standing. Students in special departments who choose a minor in another special field should realize that such a combination may give an unduly heavy program of nonacademic subjects.

**Changing a major field.** A student in the upper division who desires to change his major will consult the Dean of the upper division, indicating the change he wishes to make. The Dean of the upper division will then confer with the head of the department in which the student is registered, and, upon their agreement as to the desirability of the transfer, may approve the change. The credentials committee, upon receipt of the proper blank, signed by the head of the department in which the student is registered and the Dean of the upper division, will evaluate the student's previous records and assign standing in the department to which he has transferred.

## LOWER DIVISION

William Ashworth, Dean

The lower division aims to be of immediate service to all worthy and eligible young people who may wish to profit by its opportunities to pursue collegiate study. While this study is open to all deserving students, yet this higher training should be rightly reserved for those best fitted, both by aptitude and mental capacity, to pursue it with profit to themselves and with honor to the institution. The lower division offers the first two years' study and training in practical arts and sciences and in liberal arts and sciences. The offerings in the former are largely technical and professional, the latter more flexible and cultural. Neither exerts undue influence upon the other; both integrate to form a unit organization that serves with mutual advantage to the student and to the college. The lower division organization presents all the courses and viewpoints of the standard college, together with beginnings in special departmental fields of more advanced investigation.

Both sections of this twofold organization are largely foundational in character. It is the purpose of the lower division to help the student lay as broad a base as possible on which to erect the superstructure of his later study. Top-heavy or unbalanced programs are discouraged. Should the student find it necessary to leave college at the end of his second year, it should be with the satisfaction of a sound mental point of view, some positive suggestions of a technique for his own cultural progress, and a stimulus to enlarge his increasing interests and abilities that he may fit more effectively into a society that expects his leadership and his service.

From the point of view of finances, the lower division should appeal to many students who wish to save the expense of attending a more distant college, since the courses offered here are almost identical with those offered in other colleges and universities. Doubtless many will welcome the opportunity to secure collegiate work toward the B.A. degree and still remain free from high tuitions and traveling expenses. This, together with the more intimate relations possible between the student and his instructors in a small college, assures for him considerable freedom from the anxieties of adjustment attendant upon entering a new environment.

In some instances, however, a student in his preparation for entrance into the upper division here may not find the professional offerings of this college suitable for his career. Should this be the case, any student who does not find his adjustment here may use the standard courses pursued in the lower division for transfer at their face value should he wish to go elsewhere for his advanced study and research.

First and second year students are grouped under two heads:

1. **Lower division classified** students are those who choose a major leading to the A.B. degree from any of the following fields:

a. With a credential authorizing the holder to teach:

1. The kindergarten-primary curriculum.
2. The elementary curriculum.
3. The junior high school curriculum.

4. Home economics.
5. Industrial education.
6. Art education.
7. Physical education.

b. Without a credential—presecondary curricula :

1. English.
2. History.
3. Home economics.

2. **Lower division unclassified** students are those who decline to choose a major field. Many students prefer to reserve their choice, electing courses with greater freedom, though the general group requirements remain practically the same. Their selections may be exploratory or they may be directed toward some definite upper division work, this of course, being preferable. As a rule, however, any selection showing a reasonable balance will be approved by the counselor, whose advice should be freely sought. Should an unclassified student wish to choose one of the above majors, he will be permitted to adjust his program on consultation with the Dean of the lower division. Unauthorized changes are not allowed.

Neither the lower division classified nor the lower division unclassified students may change their department affiliations or their courses of study without first filing a written notice of the contemplated change with the Dean of the lower division. However, lower division unclassified students may choose a major at the beginning of any semester, subject only to the approval of the Dean of the lower division and an evaluation of their previous record in terms of the department chosen. This applies also to lower division transfers from other colleges or junior colleges.

### THE CURRICULUM IN LOWER DIVISION

It is expected that the student will complete in lower division from sixty (60) to sixty-four (64) units of work. Approximately thirty-five (35) of these units must be in certain fields designated by the State Board of Education. The remaining units will be in courses selected to meet the major and minor requirements of the student's preferred field of study, or such other selections as may be approved by the Dean of the lower division. The State board requirements for degree courses are minimum requirements which must be met by every department of the college. Additional requirements are set up by the different departments as deemed necessary for adequate preprofessional training for the respective fields of teaching.

Whenever a student has done in high school more than the normal amount of work in any field, it may be credited in the college, not however reducing the number of units for graduation.

The lower division courses are distributed as follows:

**1. Degree Requirements of the State Board and of the local institution.**

**a. Social Sciences, 12 units.**

This requirement may be satisfied by selection from the following courses:

History 2A-B, 6 units	Geography 1, 2, 6 units
History 3A-B, 6 units	Sociology 1A-B, 6 units
History 5A-B, 6 units	Economics 1A-B, 6 units
Political Science 1A-B, 6 units	

A course in American Constitution is required of all candidates for teaching credentials and degrees. In this institution, this requirement is satisfied by Political Science 1B.

**b. Natural Sciences, 12 units.**

Six (6) units of chemistry, physics, physiology or zoology taken in high school may be allowed on the science requirement, but with no reduction of total units to be completed. When this substitution is made, six (6) units in general electives will replace the six (6) science units. Work taken in college in fulfillment of the natural science requirement must include at least two units of laboratory credit.

The lower division offerings from which selections may be made to meet the natural science requirements include:

Science 50A-B, Physiology, 6 units
Science 51A-B, Physiology and Bacteriology, 6 units
Science 60A-B, General Zoology, 10 units
Science 40A-B, General Botany, 8 units
Science 1A-B, Inorganic Chemistry, 6 units; or
Science 2A-B, Inorganic Chemistry, 10 units
Science 5A-B, Organic Chemistry, 6 units
Science 20A-B, General Physics, 6 units

**c. English, 6 units.**

An examination in English composition must be taken by all entrants at their first registration. Admission to courses in the English department is postponed until students are able to pass this examination. For details, see English department, page 61.

English 18A-B, English Composition, fulfills the minimum English requirement of 6 units.

**d. Psychology, 3 units.**

Satisfied by Psychology I, General Psychology, taken in the sophomore year.

**e. Physical Education, 2 units in lower division.**

Satisfied for women by Physical Education 1A, B, C, and 2.

Satisfied for men by Physical Education 51A, B, C, and 52.



f. **Orientation course in the field of education, 3 units.**

The State requires of all candidates for degrees from institution a minimum of 12 units in professional courses in education, including an orienting course giving a broad view of the scope and historical development of American education. Education 57, Introduction to the Study of Education, is designed to meet this general cultural requirement, and is prerequisite to all the upper division professional courses.

## II. Beginnings in Majors and Minors.

Besides the foregoing list of required subjects, there remain from 22 to 26 units in the lower division which may be applied to laying foundations toward major and minor fields in the upper division. The student should make a start of at least 12 units toward his chosen field of study. If he chooses a major department which permits or requires minors, he should complete in lower division from 6 to 12 units toward that minor. The student will do well to consult his advisers before finally selecting his minor fields. (Both majors and minors are discussed in full under each department section of this bulletin.) These courses together with other beginnings in majors and minors must reach a grand total of lower division work of 60 to 64 units. The student will select additional courses either from the State requirements or from institutional offerings in the following fields:

Art	Music
Education	Physical Education
English	Psychology
Foreign Language	Philosophy
Home Economics	Natural Science
Industrial Arts	Social Science
Mathematics	

A typical lower division program is as follows:

### LOWER DIVISION

	Freshman Year	1st Semester	2nd Semester	Year
<b>English</b> -----		3	3	6
English Composition 18A-B.				
<b>Social Science</b> -----		3	3	6
History 2A-B, or 3A-B, or 5A-B				
or				
Geography 1, 2.				
<b>Science</b> -----	3 to 5	3 to 5		6 to 10
Biological—Physiology 50A-B, or 51A-B, or				
or Botany 40A-B, or Zoology 60A-B,				
Physical—Inorganic Chemistry 1A-B or 2A-B.				
<b>Physical Education</b> -----		$\frac{1}{2}$	$\frac{1}{2}$	1
Freshman courses, 1A, 1B or 51A, 51B.				
<b>Electives and Requirements toward majors and minors</b> -----	4 to 6	4 to 6		8 to 12
	15½	15½		31

	Sophomore Year	1st Semester	2nd Semester	Year
<b>Social Science</b> -----		3	3	6
Sociology 1A-B, or Economics 1A-B, or Political Science 1A-B.				
<b>Science</b> -----	3 to 5	3 to 5		6 to 10
<b>Physical</b> — Inorganic Chemistry 1A-B or 2A-B, or Organic Chemistry 5A-B, or Physics 20A-B,				
<b>Biological</b> —Botany, Zoology, Physiology.				
<b>Physical Education</b> -----		$\frac{1}{2}$	$\frac{1}{2}$	1
Sophomore courses, 1C and 2, or 51C and 52.				
<b>Psychology</b> -----	3	3		3
Psychology 1 (either semester).				
<b>Education</b> -----	--		3	3
Orientation course, 57 (either semester).				
<b>Electives and Requirements toward majors and minors</b> -----	4 to 6	4 to 6		8 to 12
	15 $\frac{1}{2}$	15 $\frac{1}{2}$		31

## UPPER DIVISION

Charles L. Jacobs, Dean

The upper division embraces the last two years of the college course. Students are re-evaluated for admission to this division. The basis of admission to the teacher-certificating courses includes scholarship, physical fitness, social and moral qualifications and professional promise. Each case is carefully reviewed, and acceptable students are duly notified before upper division work is started.

It is here in the upper division that the definite professional work is begun. Those students who up to their entrance into upper division have not yet determined upon a major field must at this time do so. The decision must be made to enter one of the curricula leading to teaching credentials in the fields of kindergarten—primary, elementary, junior high school, home economics, industrial education, art or physical education, or to affiliate with one of the presecondary, noncredential curricula in the field of English, history or home economics. Those who elect to major in one of the latter groups may secure a teaching credential by working a fifth year in some one of the several colleges in this State which are authorized to prepare and certificate senior high school teachers. The head of the department in which the student registers becomes the student's chief adviser. To this adviser the student should go for all program making and other curricular and professional problems.



It is highly desirable that the student make his choice of department major with great care. Personal preference, individual qualifications and future ambitions should be carefully weighed. It should be kept in mind that change of department after entering the upper division is likely to prove costly in both units and time. Should the student desire to change his major, he should consult the Dean of the upper division before seeing either the head of his department or the head of the department he desires to enter. The Dean of the upper division will thereafter handle the case and notify the student and the heads of the departments concerned when the change is consummated. Change from one department to another may be made only at the close of any semester.

Upper division work covers 60 to 64 units of required professional courses in education and the student's major field of teaching, and electives. Not more than 40 units may be taken in the field of education and not less than 40 units of the total requirements for upper division must be selected from upper division courses. The upper limits of departmental requirements are set by the State Board of Education. In the fields of education, art, home economics, and industrial education, this limit is 50 units; in physical education it is 24 units. Units taken in excess of these amounts in any department major can not be credited for graduation.

Upper division courses are numbered from 100 to 199. Lower division courses carry numbers below 100.

Students who desire to make a success of their future teaching work should keep in mind the fact that not alone scholarship but also social ability and moral character are of primary importance. All upper division students are therefore urged to actively enter the social activity of the college, to seek student offices for which they may by disposition be qualified, and in all affairs seek to achieve a reputation for living up to the social and moral code.

## STATE REQUIREMENTS FOR TEACHING CREDENTIALS

All of the curricula in this college except those designated as pre-secondary curricula, lead to credentials to teach in the public schools of California. The State Board of Education has set up requirements for each of these credentials, and the curricula in the various departments have been planned to include provisions covering all requirements. There are certain general requirements to be met by every candidate for a teaching credential, and certain specific requirements for each type of credential.

### General requirements for all credentials obtained through this College

1. Completion of a four-year college course with a bachelor's degree preceded by graduation from a four-year high school.
2. A recommendation from the school or department of education of the institution that the applicant shows promise of success as a teacher.
3. A certificate that the applicant is physically and mentally fit to teach.

4. Certain minimum academic and professional work including :

a. State law requirement in American Constitution.

All candidates for teaching credentials are required to pass a course in Principles and Provisions of the Constitution of not less than two semester hours, taken in a California teacher-training institution. In this institution, this requirement is satisfied by Political Science 1B.

b. A minimum of 16 semester hours of work in the fields of science, English, social science and physical education.

c. A minimum of 15 semester hours of professional work in education including :

1. An orienting course giving a broad view of scope and historical development of the problems of American education, covered in this college by Education 57, Introduction to Education, which is prerequisite to all education courses in the upper division.

2. A course dealing with the aims, scope and desirable outcome of the elementary or secondary school.

3. A course in educational psychology.

4. Principles of teaching with directed teaching in appropriate fields, and suitable methods courses. Requirements vary in the different fields and for different credentials.

## **CURRICULA LEADING TO TEACHING CREDENTIALS**

1. **Elementary School Teachers' Curriculum**, leading to an elementary credential.

a. Each candidate must complete a major in professional courses in education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in education.

b. Each candidate must complete two minors in teaching subjects.

2. **Kindergarten-Primary Teachers' Curriculum**, leading to a kindergarten-primary credential.

a. Each candidate must complete a major in professional courses in education, including adequate preparation in the statutory school subjects, with not less than eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects. Methods courses in the prescribed major and minor fields are professional courses in education.

b. Each candidate must complete two minors in teaching subjects.

**3. Junior High School Teachers' Curriculum,** leading to a junior high school credential.

- a. Each candidate must complete at least 18 units in professional courses in education, including not less than 4 units in directed teaching.
- b. Each candidate must complete a major and a minor in subjects taught in high school, or a major in education and two minors in high school subjects.

**4. Combinations of Curricula.**

Each of the above curricula requires four years. Combinations leading to two credentials may be made, but will require a longer time for completion.

For possible combinations of curricula see page 49.

**5. Pre-Secondary School Teachers' Curriculum.**

- a. Each candidate must complete at least 12 units in professional courses in education.
- b. Each candidate must complete a major and a minor in subjects or subject fields usually taught in high schools.
- c. No credential is given until graduate requirements for secondary certification have been completed.

At present, the college offers presecondary curricula in the fields of history, English and home economics.

**6. Curricula Leading to Special Credentials in the Secondary School Subjects.**

The college has four departments offering curricula which lead to special credentials on the secondary level.

- a. Curriculum leading to *Special Credential in Art.*
- b. Curriculum leading to *Special Credential in Home Making.*
- c. Curriculum leading to *Special Credential in Industrial Education.*
- d. Curriculum leading to *Special Credential in Physical Education.*

In the art, home making, and industrial education departments the candidate must complete a major of fifty units in his chosen field. In the physical education department the major requirement is twenty-four units. In all departments a minimum of fifteen semester hours in education, including not less than four units of directed teaching, are required. For minor requirements see the section dealing with the department concerned.

It is understood that proficiency in any part of the curricula herein provided for, when properly ascertained by the faculty of the college, shall be deemed sufficient satisfaction of the items of the curriculum covered; provided, that no student shall be graduated from any curriculum on less than 30 units of work done in residence.

A student teacher shall receive credit only for teaching done in a college training school, or as an assistant to a regularly certificated teacher who shall supervise the work, unless supervision is provided by the college.

## ART DEPARTMENT

---

Mary E. T. Croswell  
 Austine I. Camp  
 Walter L. Cheever  
 Ruth M. Doolittle, B.A.  
 Isabel Morton Fish  
 Fred L. Griffiin, B.A.  
 Roy Lawhorne.

### 1. General Requirements for Graduation With a Major in Art.

Candidates for degrees with a major in art must fulfill all the State Board and general institutional requirements which are set forth on pages 29-37.

### 2. Departmental Requirements.

Lower Division: Beginnings are made in lower division toward the the department major. There is a definite sequence of preliminary art courses preparatory for the upper division professional work.

	Units
Art 1 —Design and Color_____	2
Art 2 —Basketry _____	1
Art 3 —Applied Design, Toys_____	2
Art 5 —Stage Design_____	2
Art 10 —Elementary Freehand Drawing_____	2
Art 11 —Watercolor Painting_____	2
Art 12 —Lettering _____	1
Art 13 —Pencil Sketching and Composition_____	1
Art 14 —Poster _____	2
Art 19 —Public School Art_____	2

Upper Division: Thirty-three units of upper division courses in art are required for the major.

	Units
Art 101 —Advanced Design and Color_____	2
Art 102A—Weaving _____	1
Art 102B—Weaving _____	1
Art 103 —House Design _____	1
Art 104 —Jewelry _____	2
Art 105 —Costume Design _____	2
Art 106 —Pottery _____	3
Art 107 —Applied Design (Textiles) _____	2
Art 108 —Leather Tooling _____	2
Art 110 —Art Needlework _____	2
Art 112 —Bookbinding _____	1
Art 113 —Modeling _____	2
Art 114 —Interior Decoration _____	2

2. Departmental Requirements—Continued.		Units
Art 115A—Figure Drawing from Life-----		2
Art 115B—Drawing and Painting from Life-----		2
Art 116 —Landscape Painting—Oils -----		2
Art 118A—Art Appreciation -----		1
Art 118B—Art Appreciation -----		1
Art 120 —Figure Composition—Oil Painting-----		2
Total required art courses-----		50

**Minor.** Each candidate for graduation with a major in art may complete a minor selected from the following fields:

English	Industrial Education
Home Economics	Music
Social Sciences	Physical Education
Foreign Language	

**Credentials**

- a. **Special secondary credential in art.** Students receiving the degree with a major in art also earn a teaching credential which permits them to teach art in the elementary, junior high or high school.
- b. **Junior high school credential** may be obtained in addition to the special secondary, by completing twelve additional units in education during an additional semester or in summer sessions.
- c. **General elementary credential** may be obtained in addition to the special secondary, by completing 25½ additional units in the field of elementary education during additional semesters or summer sessions.
- d. **General secondary credential.** In order to obtain a general secondary credential, in addition to the art credential, the student will have to work an additional year at an institution authorized to give this credential.
- e. **Supervisor's credential.** In addition to the certification for teaching art in elementary and secondary schools, the requirements for a supervisor's credential in art may be met by the following courses:

Education 195 (Art)—Organization, Objectives and Supervision of Instruction in Art Education-----	3 units
Education 195A (Art)—Problems of Supervision in Art Education -----	3 units
See Education Courses, page 58.	

Students wishing an art major and another credential will, in general, find time is saved by first majoring in the art department.

Students wishing to register in the art department to take foundational courses for the purposes of illustration, costume design, commercial art and the crafts may arrange to do so by consulting the head of the department.



SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR  
IN ART

JUNIOR YEAR

First Semester

Units

Education 175—Educational Psychology -----	3
Education 190A (Art)—Teachers' Course in Art, Elementary-----	2
Art 101—Advanced Design and Color-----	2
Art 113—Modeling -----	2
Art 103—House Design or	
Art 115A—Figure Drawing from Life-----	1
Art 102A—Weaving -----	1
Art 106—Pottery -----	3
Physical Education 160A-----	$\frac{1}{2}$
	<hr/>
	14 $\frac{1}{2}$

Second Semester

Education 190B (Art)—Teachers' Course in Art, Secondary-----	2
Art 107—Applied Design, Textiles-----	2
Art 105—Costume Design -----	2
Art 114—Interior Decoration -----	2
Electives—Upper Division -----	6
Art 104—Jewelry -----	2
Art 102B—Weaving -----	1
Physical Education 160B-----	$\frac{1}{2}$
	<hr/>
	17 $\frac{1}{2}$

SENIOR YEAR

First Semester

Education 173—Secondary Education -----	2
Education 192A (Art)—Directed Teaching-----	2
Art 116—Landscape Painting, Oils-----	2
Art 115B—Drawing and Painting from Life-----	2
Art 108—Leather Tooling -----	2
Art 118A—Art Appreciation -----	1
Physical Education 161A-----	$\frac{1}{2}$
Elective—Upper Division-----	3
	<hr/>
	14 $\frac{1}{2}$

Second Semester

Education 192B (Art)—Directed Teaching-----	3
Art 110—Art Needlework-----	2
Art 120—Figure Composition; Oil Painting-----	2
Art 118B—Art Appreciation -----	1
Art 112—Bookbinding -----	1
Physical Education 161B-----	$\frac{1}{2}$
Elective—Upper Division-----	5
	<hr/>
	14 $\frac{1}{2}$



## MINORS IN ART

The art department is offering two minors—one a teaching minor, including some methods and directed teaching, and the other an academic minor intended for those students who desire technical art training only.

Students in the academic departments of the college, who do not receive a teaching credential with their degree, may substitute upper division art courses for those marked with an asterisk \* in the minor as set up below.

Lower Division-----	6 or 13 units
Art 1—Design and Color-----	2 units
*Art 19—Public School Art-----	2 units
Art 10—Elementary Freehand Drawing-----	2 units
Art 11—Water Color -----	2 units
Art 12—Lettering -----	1 unit
*Art 3—Applied Design—Toys-----	2 units
*Art 14—Poster, or }-----	2 units
*Art 5—Stage Design }	
Upper Division-----	6 or 12 units
*Education 190A (Art)—Teachers' Course in Elementary Art -----	2 units
*Education 192A (Art)—Directed Teaching-----	1 unit
Art 118A-B—Art Appreciation -----	2 units
Art 115A—Figure Drawing from Life-----	1 unit

Students who take the professional minor in art must do Education 192A (Art) under the direction of the art department.

## DESCRIPTION OF ART COURSES

## LOWER DIVISION COURSES

**Art 1. Design and Color (2).**

The principles of art structure as developed in design and color are the foundation of all art work. Problems are given involving original studies in spacing, line, composition and color harmony, as applied to borders, surfaces and textiles.

**Art 2. Basketry (1).**

This course deals with the preparation of materials, including dyeing and staining. Instruction is given in making sewed and woven baskets from original designs. Raffia, reed, and native materials are used.

The handicraft arts of the American Indians, and other peoples, both ancient and modern, are studied. Collections of photographs or tracings are made and reports given.

**Art 3. Applied Design (Toys) (2).**

The principles of design and color applied in original patterns for toys, constructed with cardboard, beaver-board, and wood. Painted with poster and enamel paint. Prerequisite: Art 1 and Art 10.

**Art 5. Stage Design (2).**

Problems of color, costume, and lighting for the staging of plays, developed to scale in miniature, and, when possible, executed in full proportions. Prerequisite: Art 1 and 10.

**Art 10. Elementary Freehand Drawing (2).**

Lectures are given on freehand perspective, followed by practical application of the principles to the sketching of objects, interiors, exteriors, street scenes, and landscapes, in accented outline and light and shade. Pencil rendering.

**Art 11. Water Color Painting (2).**

Still life compositions in water color. Prerequisite: Art 10.

**Art 12. Lettering (1).**

Instruction in fundamental principles of lettering, using pencil, brush, and pen in their application to poster illumination, and illustration. Design the basis of fine lettering.

**Art 13. Pencil Sketching and Composition (1).**

Outdoor sketching of landscape, trees, buildings. Pencil is the medium used. Prerequisite: Art 10.

**Art 14. Poster (2).**

The principles of advertising are studied and various types of designs are made with application to the commercial and theater poster in black and white and color. Prerequisite: Art 1+10+12.

**Art 15. Figure Drawing from Life (1).**

Fundamental construction in drawing the human figure.

**Art 19. Public School Art (2).**

Offered for the general professional department. The problems are arranged to meet the needs of elementary school teachers. They are based upon the principles of design, and, where possible, are developed with industrial application.

Poster, furniture, fabric, and toy designs are developed through paper cutting, and made with paper, cardboard, or other suitable material.

Stick and linoleum block printing in practical problems with color on paper and cloth.

Modeling animals, tiles, and small figure compositions, with plasticine and casting in plaster.

Problems in sewing and making booklets and covering boxes.

All problems have an industrial application. Prerequisite: Art 1.

**UPPER DIVISION COURSES****Art 101. Advanced Design and Color (2).**

Prerequisite: Art 1.

**Art 102A. Weaving (1).**

This course takes up the principles and processes of weaving from earliest times. Looms are assembled and put into working order; small

looms for making Oriental rugs and woven tapestry are constructed, and weaving by cards is illustrated. Students may exercise personal choice in use of materials and of articles woven.

#### **Art 102B. Weaving (1).**

This course affords practice in the various methods by which the craft becomes an expression of art—employing color, line, and texture as a medium, it covers the ground from mere weave effects to the coverlet—types of weaving, overshot, double faced and double woven fabrics. The place of weaving in the history of civilization is discussed. Prerequisite: Art 102A.

#### **Art 102C. Weaving (3).**

This advanced course in weaving gives a comprehensive study of fabrics and their make-up. It offers an opportunity for a sustained effort in weaving, such as the weaving of a coverlet, yardage for garments, linens, etc. The progressive development of weaving throughout the ages and among different peoples and its dissemination throughout the world will be carefully considered, as well as Colonial weaving and present centers of the industry in our own country.

#### **Art 103. House Design (1).**

Lectures on the history and appreciation of architecture and studies of exteriors and interiors as applied to the home. A study of the materials used in house construction; drawing original plans to scale.

#### **Art 104. Jewelry (2).**

Making of buckles, fobs, chains, necklaces, rings, setting of stones, polishing and finishing of metal, coloring by chemical methods.

#### **Art 105. Costume Design (2).**

Study of mass, line, and composition in relation to the human figure as applied to costume. Original designs are made for the modern house and street costume, as well as for stage, festival, and pageantry. Pencil, ink, and water color rendering. Lecture on historic costumes. Prerequisite: Art 1.

#### **Art 106. Pottery (3).**

A study is made of the composition clays and glazes; hand building and decorating forms from original designs; casting and pouring of forms; actual practice in using the kiln. Prerequisite: Art 1.

#### **Art 107. Applied Design (Textiles) (2).**

Original designs are applied to textiles. Emphasis is given to design and color in batik, tie and dye, etc. Prerequisite: Art 1 and Art 101.

#### **Art 108. Leather Tooling (2).**

Original designs developed in leather tooling and staining applied to the making of bags, purses, and book covers. Modern and antique styles studied. Prerequisite: Art 1.

**Art 110. Art Needlework (2).**

The construction and application of various stitches, affording a medium for reproducing designs on clothing, articles for interior decoration, millinery, and all problems to which needlework is applied. Prerequisite: Art 1.

**Art 112. Bookbinding (1).**

Instruction in the mending, sewing, and binding of books.

**Art 113. Modeling (2).**

Modeling from cast and life; casting.

**Art 114. Interior Decoration and House Furnishings (2).**

Lectures on appreciation of art in the home with practical application of the principles of design and color used in decorating and furnishing. This course includes the choosing of wall coverings, furniture, rugs, hangings, china, and the study of period furniture. Training is given in rendering elevations and perspective in color through problems involving the treatment of walls, floors, ceiling, and furniture. Prerequisite: Art 1.

**Art 115A. Figure Drawing from Life (1).**

Lectures on anatomical construction of the human figure, application, drawing from life, head and costumed model with charcoal, chalk.

**Art 115B. Drawing and Painting from Life (2).**

From life, head and costumed figure, figure composition. Oil painting. Prerequisite: Art 115A.

**Art 116. Landscape Painting—Oils (2).**

Painting in oil, landscape composition. Prerequisite: Art 10, 11, 13.

**Art 118A-B. Art Appreciation and History (1—1).**

Illustrated lectures on the history of architecture, sculpture, and paintings. Text—*Art Through the Ages*—Gardner.

**Art 120. Figure Composition—Oil Painting (2).**

Decorative compositions in various media, applied to beautifying wall spaces in the home and in public buildings. Prerequisite: Art 115A and 116.

**Education 190A (Art). Teachers' Course in Secondary School Art.**

See education courses, page 55.

**Education 190B (Art). Teachers' Course in Secondary School Art.**

See education courses, page 55.

**Education 192A-B (Art). Directed Teaching.**

See education courses, page 57.

**Education 195A (Art). Organization, Objectives and Supervision of Instruction in Art Education.**

See education courses, page 58.

**Education 195B (Art). Problems of Supervision in Art Education.**

See education courses, page 58.

## EDUCATION DEPARTMENT

---

Charles L. Jacobs, Ph.D.  
Elizabeth L. Bishop, Ed. D.  
Roy P. Eichelberger, M.A.  
Edith M. Leonard, M.A.  
Elsie Pond, M.A.  
Laura Specht Price, M.A.  
William Scalapino, B.A.

### A. Majors Offered in the Field of Education.

1. Kindergarten-Primary Education.
2. Elementary Education.
3. Junior High School Education.

### B. General Requirements for Graduation with a Major in Any of the Above Fields.

1. Candidates for degrees with a major in education must fulfill all the State Board and general institutional requirements which are set forth on pages 29-37.
2. Introduction to Education is prerequisite to all other courses and should be taken in the sophomore year. This should be followed with educational psychology in the junior year. General psychology is a prerequisite to these courses.
3. **Proficiency in the subjects of the elementary fields.** Before registration for directed teaching, students in this department must demonstrate proficiency in penmanship and spelling, demonstrated by passing the standard examinations which are given twice a year.
4. **Mathematics 10.** The course in arithmetic for teachers given in this department assumes proficiency in the fundamental operations in arithmetic. An examination is given twice each year to determine this proficiency. Students who fail will be required to bring their skill up to standard before admission to the course. A coaching class will be formed for such students when necessary, but since this work is not of college grade, the expense of the coaching must be borne by the students who take it.  
Mathematics 10 does not reduce the 6 units of mathematics required for all students. It is an additional requirement in this department.
5. **Science credit.** Six units of chemistry, physics, physiology or zoology taken in high school may be allowed on the science requirement, but with no reduction of total units required. When this substitution is made, six general electives will replace the six science units.



Work taken in college in fulfillment of the natural science requirement must include at least two units of laboratory credit.

6. **Social Science.** If History of the United States is not elected, then Political Science 1B must be completed as well as History of the Americas.
7. **Physical education.** All men enrolled in the elementary education department will be required to take Physical Education 2B, Theory and Practice in the Organization and Leading of Groups of Activity, in place of one-half unit of the physical education requirement for men.
8. **Scholarship requirement.** The average of all the grades received in education courses must not fall below one grade point per unit.
9. **Directed teaching requirements.** Before a student may begin directed teaching, he must complete the proficiency tests in the elementary subjects, as described in (3) and (4) of this section.

**Scholastic standing.** Before a student may register for directed teaching he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should his average drop below "C," the student may not reregister for directed teaching until the average grade becomes satisfactory.

No student may be graduated without an average grade of "C" in directed teaching. In case the average teaching grade falls below this standard, additional units beyond the total of 124 must be earned in directed teaching, until the average grade reaches the standard set.

Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least two units of directed teaching in this institution.

### C. Special Requirements for Graduation.

1. Majors covering the kindergarten-primary fields to the third grade inclusive.
  - a. **Minors**—Each candidate for graduation must complete two minors selected preferably from among the following:

Music	Physical Education
Art	English
  - b. **Proficiency in music.** Before the kindergarten-primary major may register for directed teaching she must demonstrate proficiency in playing accompaniments to simple rhythms and melodies, and have the ability to sing in tune.
  - c. **Proficiency in nature study** is also required before registering for directed teaching.

Proficiency in vocal music and nature study will be satisfactorily demonstrated by completing the courses in the departmental



curricula. Proficiency in piano will be determined through standard examination given twice a year.

2. Majors covering the elementary and junior high school fields.

- a. **Minors**—Each candidate for graduation must complete two minors selected from the following fields:

English	Music
Social Science	Art
Home Economics	Physical Education
Industrial Arts	Natural Sciences
Foreign Languages	

- b. Candidates qualifying for a junior high school credential may earn it in one of three ways:

1. By majoring in junior high school education and minoring in two subjects taught in junior high school.
2. By taking the combined elementary and junior high school curriculum and minoring in two subjects taught in elementary and junior high schools.
3. By fulfilling the requirements of one of the major subjects offered in this institution, completing a minor in a subject taught in junior high school, and completing the following educational requirement:

	Units
Introduction to Education-----	3
Educational Psychology -----	3
Principles of Junior High Education-----	3
Junior High School Procedure-----	3
Introduction to Teaching—Junior High-----	2
Directed Teaching—Junior High-----	4

4. Principles of Junior High School should be taken in the junior year, preferably after Educational Psychology, but may be taken concurrently.
5. Junior High School Procedure follows the course in Principles and may be taken concurrently with the succeeding course Introduction to Teaching.
6. Directed Teaching is reserved for the senior year.

It is suggested that those planning to qualify for the kindergarten-primary or for the elementary credential should elect the following courses in their freshman and sophomore years:

	Units
Art 1—Design and Color-----	2
Art 19—Public School Art-----	2
English 82B—English Survey-----	3
or	
English 40—World Literature -----	3

	Units
Mathematics 10—Principles of Mathematics-----	3
Home Economics 10—Nutrition and Health-----	2
Industrial Education 129—Industrial Art-----	2
Music 1—Principles of Music-----	2

### 3. Combinations of majors.

Combinations of these majors may be made, but will require a longer time for completion. A student who desires to qualify for credentials in two of these fields must take, in an additional semester, certain additional requirements as follows:

- a. Kindergarten-Primary Department majors who desire the elementary credential must take in addition to the departmental requirements the following courses:

	Units
1. Elementary Procedure -----	3
(Spring, senior year)	
2. Directed Teaching, Elementary-----	4
(Fall, additional semester)	
3. Music Education -----	2
(Fall, additional semester)	

- b. Elementary Department majors who desire a kindergarten-primary credential must take in addition to the departmental requirements, the following courses:

	Units
1..Kindergarten Procedure -----	3
(Fall, senior year)	
2. Kindergarten-Primary Activities -----	3
(Spring, senior year)	
3. Music for Plays, Festivals, and Pageants-----	1
(Spring, senior year, or fall of additional semester)	
4. Kindergarten-Primary Music -----	2
(Spring, senior year, or fall of additional semester)	
5. Kindergarten Crafts -----	2
(Spring, senior year, or fall of additional semester)	
6. Physical Education 162—Theory and Practice-----	$\frac{1}{2}$
(Fall, additional semester)	
7. Directed Teaching, Kindergarten-----	4
(Fall, additional semester)	

- c. Elementary Department majors who desire a junior high school credential must take in addition to the departmental requirements the following courses:

	Units
1. Principles of Junior High School-----	3
(Fall, senior year)	
2. Junior High School Procedure-----	3
(Spring, fourth year)	
3. Introduction to Teaching Junior High School-----	2
(Spring, senior year)	
4. Directed Teaching Junior High School-----	4
(Additional semester)	

- d. Junior High School Department majors who desire an elementary credential must take in addition to the departmental requirements the following courses:

	Units
1. Primary Procedure ----- (Fall, senior year)	3
2. Elementary Procedure ----- (Spring, senior year)	3
3. Introduction to Teaching, Elementary ----- (Fall or spring, senior year)	2
4. Music Education ----- (Fall, additional semester)	2
5. Children's Literature ----- (Fall, additional semester)	2
6. Parent Education ----- (Fall, additional semester)	1
7. Directed Teaching, Elementary ----- (Fall, additional semester)	4

## JUNIOR YEAR

## First Semester

	K-P	El	JHS
Education 190 (K) -----			
Kindergarten Procedure -----	3	0	0
Education 190 (P) -----			
Primary Procedure -----	3	3	0
Education 174 (JH) -----			
Principles of Junior High School -----	0	0	3
Education 190 (Music Elem.) -----			
Music Education -----	0	2	0
Education 190 (Music K-P) -----			
Kindergarten-Primary Music -----	2	0	0
Education 191 (K or Elem. or JH) -----			
Introduction to Teaching, or Elective -----	2	2	2
Education 175 -----			
Educational Psychology -----	3	3	3
Physical Education 160A -----			
Elective Junior Activities -----	0	$\frac{1}{2}$	$\frac{1}{2}$
Physical Education 162 -----			
Theory and Practice in Organizing -----	$\frac{1}{2}$	0	0
Education 177 -----			
Growth and Development of the Child -----	2	2	2
English 187J -----			
Children's Literature -----	2	2	0
Electives -----	0	3	7
	<hr/> 17 $\frac{1}{2}$	<hr/> 17 $\frac{1}{2}$	<hr/> 17 $\frac{1}{2}$

## Second Semester

	K-P	El	JHS
Education 162 -----			
Kindergarten Primary Activities -----	3	0	0
Education 190 (Elem.) -----			
Elementary Procedure -----	0	3	0
Education 190 (JH) -----			
Junior High School Procedure -----	0	0	3
Education 136A -----			
Educational Tests and Measurements -----	2	2	2
Education 191 (K or Elem. or JH) -----			
Introduction to Teaching, or Elective -----	2	2	2
Physical Education 160B -----			
Elective Junior Activities -----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Education 128 -----			
Kindergarten Crafts -----	2	0	0
Education 181 -----			
Child Study -----	2	2	2
Science 160 -----			
Nature Study -----	3	3	3
Music 113 -----			
Music for Plays, Festivals, and Pageants -----	1	0	0
Electives -----	2	5	5
	<hr/> 17 $\frac{1}{2}$	<hr/> 17 $\frac{1}{2}$	<hr/> 17 $\frac{1}{2}$

## SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN EDUCATION—Continued

## SENIOR YEAR

## First Semester

	K-P	El	JHS
Education 192 (K or P or Elem. or JH) ---- Directed Teaching ----	4	4	4
Education 159 ---- Parent Education ----	1	1	0
Physical Education 161A ---- Elective Senior Activities ----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Education 178 ---- Educational Sociology ----	0	0	2
Electives ----	$7\frac{1}{2}$	$7\frac{1}{2}$	$6\frac{1}{2}$
	<hr/> 13	<hr/> 13	<hr/> 13

## Second Semester

Education 192 (K or P or Elem. or JH) ---- Directed Teaching ----	4	4	4
Physical Education 161B ---- Elective Senior Activities ----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Electives ----	$9\frac{1}{2}$	$9\frac{1}{2}$	$9\frac{1}{2}$
	<hr/> 14	<hr/> 14	<hr/> 14

**DESCRIPTION OF EDUCATION COURSES****LOWER DIVISION COURSES****Education 57. Introduction to the Study of Education (3).**

This is a general introduction to the various fields of educational thought and practice. This course is required of all candidates for any form of California teachers' recommendation and should precede all other courses in education. Lectures, readings, reports, and discussions. *Either semester.*

**UPPER DIVISION COURSES****Education 117. History of Education in the United States (2).**

A study and interpretation of American educational progress and current practice. It deals with the more important problems of present day education in the light of their historical development. Readings, reports, discussions.

**Education 120. New Procedure in Teaching Reading (2).**

The object of this course is to review the recent developments in teaching reading which have resulted from several carefully conducted scientific experiments. (Not offered in 1933-34.)

**Education 136A. Educational Tests and Measurements (2).**

An elementary course dealing with the problems of administration, interpretation and use of educational tests and measurements, including some discussion of informal objective tests.

**Education 136B. Educational Measurements (2).**

An advanced course in examination methods; laboratory work; individual mental measurements; diagnostic methods. Opportunity for advanced students to do supervised research work. (Not offered in 1933-34.)

**Education 137. Educational Statistics (2).**

The application of the theory of statistics to measurements in the field of education. The collection and tabulation of data, the theory of averages, of variability, of correlation, and the use of the frequency curve. Graphic representation of statistical data.

**Education 139. Public Education in California (2).**

General problems of school administration discussed from the functional standpoint, as related to the California school system and its laws. (Not offered in 1933-34.)

**Education 143. Educational and Vocational Guidance (3).**

This course is designed to make the pupil acquainted with the aims and practices of pupil classification and the methods of vocational guidance. The course presupposes some acquaintance with intelligence tests and educational measurements.

**Education 157. Educational Periodicals (1).**

A study of current magazine material in the field of education. Readings, discussions, reports.



**Education 159. Home Background and Parent Education (1).**

A study of the principles and methods involved in the various types of parent education including child study groups, mothers' clubs and parent-teacher organizations.

**Education 162. Kindergarten-Primary Play Activities (3).**

In this course a study of the play materials used, such as building blocks, toys, nature material, and playground apparatus, will be made. Principles underlying the selection of play materials for children will be emphasized and opportunity afforded for experience in applying the method of using these materials.

**Education 170. Philosophy of Education (2).**

An intensive study of philosophy of education in relation to life, aiming toward formulation of a working philosophy of education for life needs.

**Education 171. The Principal and His School (3).**

The opportunities and responsibilities of a modern school principal. Means of securing improvement in instruction; classification and promotion of pupils; retardation; effective use of the school plant; program making; extracurricular activities. (Not offered in 1933-34.)

**Education 172. Modern Practice and Experiments in Education (2).**

This course will set forth the important new practices and the better known experiments in education now being carried on. The object will be to evaluate these practices and experiments in terms of theory, practice, and results.

**Education 173. Secondary Education (2).**

A special study of the objectives, curriculum, and methods of the American secondary school in the light of its historical development and European backgrounds. Related to the problems of the junior high school and elementary school on the one hand and to the problem of higher education on the other.

**Education 174. Principles of Junior High School Education (3).**

Principles of education as applied to the junior high school problem. The place and function of the junior high school, the character of its pupils, its organization and course of study, and its relation to the elementary school and to the senior high school.

**Education 175. Educational Psychology (3).**

The principles of psychology in relation to the educative process. The original nature of man and his development with emphasis on individual differences due to environment and heredity and their influence upon the acquisition of knowledge, skills, attitudes, and appreciations.

This course requires as prerequisite a knowledge of general psychology. *Either semester.*

**Education 176. Advanced Educational Psychology (2).**

A course offered for students who have shown exceptional ability in the educational psychology course. Each student will elect and pursue

throughout the term some particular problem of special interest. (Not offered in 1933-34.)

**Education 176. Psychology of Elementary School Subjects (2).**

A study of the laws of learning as applied to the teaching of various school subjects with special attention to the most recent experiments and latest findings.

**Education 177. Growth and Development of the Child (2).**

The mental and physical growth and development of the school child in relation to school adjustment, with special emphasis on the physical basis of education, the general laws of growth, physical defects, the health of the school child, and preventive mental hygiene. *Either semester.*

**Education 178. Educational Sociology (2).**

The influence of the nature of our form of society and government upon the character of our schools. The way groups operate and the consequence of this operation as it affects school work. The school as an agency of meeting and effecting social changes.

**Education 180. Character Education (2).**

A study of the various means employed to inculcate the habits of conduct deemed essential to effective living in a democratic society and an evaluation of the different methods used to foster moral living. (Not offered in 1933-34.)

**Education 181. Child Study (2).**

This course considers the outstanding behavior problems of young children and the application of the principles of mental hygiene and psychology to their successful solution. Stress will be laid on the prevention of mental and personality disorders. Various types of records will be studied. Observation and diagnosis of cases are required.

**Education 190.**

All 190 courses are methods courses. Symbols in parentheses after the number indicate the department.

**Education 190A (Art). Teachers' Courses in Art, Elementary (2).**

A study of the methods of teaching art in the elementary schools. Making of original problems, and developing courses of study.

**Education 190B (Art). Teachers' Course in Art, Secondary (2).**

A study of the methods of teaching art in the secondary schools. Making of courses of study and collection of illustrative material.

**Education 190 (K.). Kindergarten Procedure (3).**

This course emphasizes the importance of understanding children—their needs—characteristics and differences—as a foundation for scientific teaching. A study is made of the selection of subject matter—activities and methods in the kindergarten-primary school. Each student will be expected to choose and study in detail a problem in which she is especially interested. This course is correlated with supervised observation and participation in the kindergarten.

**Education 190 (P.). Primary Procedure (3).**

A practical study of the materials, their organization, and possible procedures in terms of activities or units of work. The course is designed to promote mental development based upon an understanding of the child's social and emotional set-up.

**Education 190 (Elem.). Elementary Procedure (3).**

A practical study of the materials, their organization, and possible procedure in the subjects of the elementary school in terms of activities, units of work, problems, projects, and laboratory work. The course puts emphasis on academic results with the child as the center of the curriculum.

**Education 190 (J. H.). Junior High School Procedure (3).**

Modern procedure in classroom practice in junior high schools. The project method, the socialized recitation, examination and testing methods, teaching how to study will be subjects for special consideration.

**Education 190 (H. E.). Teaching Methods (Household Science) (2).**

A study of methods of teaching home economics, as applied in problems of food and cleaning, including methods of presentation of subject matter, reviews of typical courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching and book reviews.

**Education 190 (H. A.). Teaching Methods (Household Art) (2).**

A study of methods of teaching home economics, as applied in problems of clothing and house furnishing; including methods of presentation of subject matter, reviews of various courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching, and book reviews.

**Education 190 (I. E.). Teaching Problems in Industrial Arts Education (3).**

This course is offered as an opportunity for students to devote themselves to the solution of many of the numerous problems confronting teachers of shop subjects. Shop organization, courses of study, methods of teaching, extracurricular activities, etc., form topics for study and discussion.

**Education 190 (Mus. E.). Music Education (2).**

Organization, methods of procedure and administration of music in the elementary grades.

**Education 190. Music (K. P.) (2).**

Music for kindergarten-primary teachers.

**Education 191.**

All 191 courses are introductory courses. Symbols in parentheses after the number indicate the department.

**Education 191 (K. P.-El.-J. H.) (2).**

An observation, participation, conference course dealing with the kindergarten, elementary and junior high schools, and with classroom management.

Prerequisite to Education 192 (K. P.-El.-J. H.).

**Education 191 (I. E.). Content and Materials in Industrial Arts Education (2).**

This course is a survey of the field of industrial arts education and is designed to make the student acquainted with the common method of solving problems of the course content and of planning the industrial education program in various schools. It includes also discussion regarding the purchase of equipment and the handling of supplies.

**Education 192.**

All Education 192 courses are directed teaching courses. Symbols in parentheses after the number indicate the department.

**Education 192A-B (Art). Directed Teaching (2) (3).**

Teaching of design, painting, modeling, and art crafts in the elementary and secondary schools. Written lesson plans, prepared material, and discussion.

**Education 192 (K. P.-El.-J. H.). Directed Teaching (4-8).**

Practical experience in teaching in the field for which the candidate is registered.

Prerequisite: Education 190 and the course Education 191 required for the credential being earned.

**Education 192 (H. A.). Directed Teaching (Household Art) (3).**

Experience in classroom teaching carried on under the supervision of expert teachers of household art. Classroom work, conference, and discussion. For all students working for a credential or degree in this field.

**Education 192 (H. E.). Directed Teaching (Household Science) (2).**

Experience in classroom teaching carried on under the supervision of expert teachers in household science. Classroom work, conference, and discussion. For all students working for a credential or degree in this field.

**Education 192 (P. E.). Directed Teaching in Physical Education (2-2).**

This includes directed teaching in the various phases of physical education and recreation. The students are assigned to assist in various classes, on the playgrounds, and in different sports. Practice teaching is under supervision in the elementary, junior high, and senior high schools.

**Education 192 (I. E.). Directed Teaching in Industrial Arts (5).**

By practical experience under the direction of a supervisor it is planned to give the student opportunity to put into practice the principles of teaching and the theory of education which have previously been presented and discussed in other courses. This teaching is carried through two semesters in the public schools of the city.



**Education 195.**

This number is applied to the courses in supervision of teaching. The symbol in parentheses refers to the department concerned.

**Education 195A (Art). Problems of Supervision in Art Education (3).**

Methods and specific problems involved in the effective supervision of art education. Type projects in courses of study, teachers' schedules, evaluation of teachers' efficiency, and office organization will be the basis of this course.

**Education 195B (Art). Organization, Objectives, and Supervision of Instruction in Art Education (3).**

In this course particular attention will be given to the function of the art supervisor in elementary education and the relationship to the principal and teachers in such a system.

General principles affecting classroom teaching of art, teachers' meetings and personal conferences with teachers will be discussed.

**Education 195 (Elem.). School Administration and Supervision (3).**

The object of this course is to distinguish between the functions of administration and supervision, and to lay down principles necessary for the efficient conduct of a school. Selection and rating of teachers, curriculum making, etc.

**Education 195 (J. H. S.). The Administration of a Junior High School (3).**

The special purpose of this course is to review the development of the junior high school, study the existing forms of organization, give information as to its special functions, and to advise as to curricula and courses of study, methods of teaching, grouping, assigning courses, and administration and scheduling of classes.

**Education 195A (I. E.). Organization, Objectives, and Supervision of Instruction in Industrial Education (3).**

The course covers the general principles of supervision, and the duties and functions of the supervisors. Special consideration is given to the objectives in supervision in industrial education, and to the place of the supervisor and his relationship to the teaching force, the students, the administration, and the school system as a whole.

**Education 195B (I. E.). Problems of Supervision in Industrial Education (3).**

In this course are studied the methods of the supervisor and the specific problems involved in effective supervision in the field of industrial and vocational education. Type projects in supervision of instruction, courses of study, teachers' schedules, keeping of records, evaluation of teaching efficiency, etc., constitute a part of the work.

## ENGLISH DEPARTMENT

---

William Ashworth, M.A.  
 William C. Maxwell, Ph.D.  
 Margaret Burke, M.A.  
 Marie J. Davis, B.A.

### 1. General Requirements for Graduation with a Major in English.

Candidates for degrees with a major in English must fulfill all the State board and general institutional requirements which are set forth on pages 29-37.

### 2. Specific Departmental Requirements and Recommendations.

	Units
a. Maximum units which may be taken in English-----	40
b. Education courses -----	12
c. Academic list of courses.	

At least 112 units offered for the degree of A.B., with English as a major, must be chosen from the following list of courses, and the 40 units in upper division work must be selected from the same list:

Art. All courses.

Education. 57, 117, 170X, 173, 175, 177, 178.

English. All courses.

Foreign Language. All courses.

Industrial Education Drawing. 1, 2, 3, 102.

Mathematics. 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical Education. All courses.

Psychology and Philosophy. All courses.

Science. Chemistry 2A-B, 5; Physics 20A-B; Botany 40A-B;

Zoology 60A-B; Physiology 50A-B.

Social Science. All courses.

d. Foreign Language-----	Units 15
--------------------------	-------------

These units must not be in more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement.

e. Lower Division English-----	Units 12
f. Additional year course.	

At least six units from one of the following groups:

#### 1. Foreign Language, additional to d.

This may be satisfied in whole or in part in the high school, provided the language be Latin.



2. Mathematics: trigonometry, spherical trigonometry, plane analytic geometry, college algebra. Introduction to calculus. This may be satisfied in part in high school.
3. Philosophy.

### Upper Division Requirements.

#### a. *Units required in upper division.*

A student must complete sixty (60) units after he is admitted to upper division.

Forty (40) units of the work done by students in the upper division must be made up of upper division subjects.

#### b. *Maximum English units in upper division.* Not more than 30 units of upper division courses taken in English after entering the upper division will be counted toward the A.B. degree. Twenty-seven units of upper division English are required.

#### c. *Senior transfers to the college.* Students with senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in upper division courses, including at least 12 units in English, but no student may be graduated from the college with less than 30 units of work completed in residence.

#### d. *Scholarship within the department.* The student must have an average grade of C (as many grade points as units) in all courses offered as a part of the major.

Students who fail in the lower division to attain an average of C (one grade point for each unit of work taken), in the English department may, at the option of the department, be denied the privilege of a major in the department.

### Courses Required for the Major in English.

	Units
Total required units-----	39
Required courses:	
English 18A-B—English Composition -----	6
English 82A-B—History of English Literature-----	6
English 121—Shakespeare -----	3
English 142—Introduction to Criticism-----	3
English 117—Chaucer -----	3
English 147—Milton -----	3
English 123—History of the English Novel-----	3
English 198—Comprehensive Review -----	0
English Electives (courses numbered over 100)-----	12

### Minor.

Students majoring in English should select as a minor a subject taught in high school.

### Special Students.

A special student who wishes to enroll in any English course may do so, *provided*: that he is not less than 21 years of age; that he has filed

satisfactory written evidence with the Registrar that he is fit to pursue the work desired; that the head of the English department under whom he plans the greater part of his work gives his written approval.

Should a special student change his status to that of a regular or provisional student he must meet all the requirements demanded of such students carrying work in English before he shall receive credit for any work done by him as a special student.

### The English A Requirement.

a. Unless otherwise stated herein, all undergraduate entrants must, at the time of their first registration at the college, take an examination known and designated as the *Examination in English A*. The purpose of this test is to determine the ability of such entrants to write English without gross errors in diction, grammar, punctuation, sentence-structure, and spelling.

b. **The Examination in English A** will be given at the opening of each semester on the Saturday preceding the beginning of instruction. If the English department finds it necessary, a second examination for late entrants will be held not later than two weeks after the first examination in each semester. For either of these examinations, a fee of fifty cents (\$.50) will be charged. Papers submitted in the tests will be graded as "passed" or "failed." No papers submitted by students will be returned to them, once such written tests have been handed to the college examiners. Any student who is not present at the examination in English A which he is required to take will be denied entrance to English courses until this examination has been passed.

c. Students who do not pass the examination in English A will be required to take, immediately following such failure, a course of instruction known as *English X* which gives no credit of any sort toward graduation.

d. Should the student again fail in the *English X* course, he will be required to repeat the course the next semester of his college residence. The course in *English X* will be given during the fall semester, two hours a week.

e. All students required to enroll in *English X* shall be charged a fee of \$5 each, and the charge shall be repeated, without deduction of any kind, each time they take the course.

f. Whenever, in the judgment of the instructor in the class in *English X*, a student shows sufficient excellence in his work, the instructor is authorized to give him a final passing grade in *English X*, and permit him to withdraw from attending the class.

g. The date before such withdrawals are allowed shall be determined by the English department. The determining of the portion of the fee, if any, that is returnable, shall be made by the head of the English department.

h. All students must pass the *Examination in English A* or its equivalent before they may enroll in any English class. No student will be recommended for entrance into upper division, nor may any student be granted a bachelor's degree until he has satisfied this requirement.

i. Any student who has received a grade of 60 per cent in the College Board Entrance Examination in English 1 will receive credit for *English A*.

j. A student who enters the college with sixty (60) or more credits or units of advanced standing, and who has passed an examination similar to the examination in *English A* at the institution from which he came, or who has completed a course in English Composition at that institution with a grade deemed acceptable by the English department, will be considered to have met the *English A* requirement.

### Comprehensive Final Examination.

At the beginning of the senior year, the English department requires a final examination of all undergraduates majoring in English. This examination is a part of the course English 198, Comprehensive Review, and shall appear on the student's program card for his semester's work. This examination, however, does not carry unit value.

## SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN ENGLISH

### JUNIOR YEAR

#### First Semester

	Units
English 122—Shakespeare .....	3
English 123—History of the English Novel.....	3
Physical Education 160A.....	$\frac{1}{2}$
Education 174—Principles of Junior High School.....	3
Education 175—Educational Psychology .....	3
Electives—	
English	}
History	
Language	
Home Economics	
Science	
Art	
	3
	15 $\frac{1}{2}$

#### Second Semester

English 140—Comparative Literature .....	3
English 160—Bible as Literature.....	3
Physical Education 160B.....	$\frac{1}{2}$
Education 191—Junior High School Procedure.....	3
Electives—	
English	}
History	
Language	
Home Economics	
Science	
Art	
	6
	15 $\frac{1}{2}$

## SENIOR YEAR

First Semester	Units
English 195—English Research .....	3
English 117—Chaucer .....	3
English 142—Criticism .....	3
English 198—Comprehensive Review .....	0
Physical Education 161A .....	$\frac{1}{2}$
Education 192A-B (J. H.)—Directed Teaching .....	4

## Electives—

History	}	..... 3
Language		
Home Economics		
Science		
Art		
Education		
Sociology		

16 $\frac{1}{2}$ 

## Second Semester

English 147—Milton .....	3
English 130—Contemporary Verse .....	3
Education Elective .....	3
Physical Education 161B .....	$\frac{1}{2}$
Electives .....	4

13 $\frac{1}{2}$ 

## MINOR IN ENGLISH

Lower Division .....	6 or 9 units
English 18A and 18B—Composition .....	6 units
English 27 or 28—Journalism, or	
English 38—Advanced Composition, or	
English 44—Play Production, or	
English 82A or 82B—Literature Survey, or	
English 81A or 81B—American Literature .....	3 units
Upper Division .....	12 or 9 units
Selection from courses numbered above 100.	—
Total .....	18 units

## DESCRIPTION OF ENGLISH COURSES

Webster's Collegiate Dictionary and Roget's Thesaurus of English Words and Phrases are recommended for courses in the English department.

### English X (noncredit).

English X is the course prescribed for students who have received unsatisfactory grades in the English A examination at entrance. The fee is \$5 (to be repeated each time the student takes the course).

## LOWER DIVISION COURSES

### English 15. Public Speaking (3).

Practice in oral rhetoric; exposition and argumentation; organization and presentation of suitable platform speeches. *Either semester.*

### English 18A-B. Freshman Composition (3-3).

A study of the mechanics of composition; constant practice in theme writing; an attempt to develop good taste and an adequate expression in English; assigned readings; personal conferences.

Second-year English presupposes the obtaining of a satisfactory grade in English 18A-B; otherwise, the permission of the department must be secured before enrollment.

### English 27. News Writing (3).

Principles of news writing. Practice in reporting for college weekly and for daily newspapers. Some consideration of the history of journalism and of the organization of the modern newspaper.

### English 28. Feature Writing (3).

Practice in writing interview stories, human interest stories and magazine articles. Consideration of the writing market, the contest field, and the correct preparation of manuscripts.

### English 38A-B. Advanced Composition (3-3).

For students who have a satisfactory grade in freshman composition, and who desire further development in writing, also for sophomores in lieu of part of the modern language requirement. (See page 59.) No assigned lessons, exercises, or texts. The student must submit at least five original articles, essays or stories, each of approximately 3000 words, during the semester. Considerable reading will be expected in the student's chosen field, with occasional oral reports. Initiative rests solely with the student; the instructor restricts himself to criticism and advice. This course may be taken as an upper division subject; it may also be repeated for credit.



**English 44A-B. Play Production (3-3).**

The study and production of plays, supplemented by lectures, readings, and reports. Practice in directing, producing, and participating in classroom productions. Two lecture hours and one three-hour laboratory period a week. Prerequisite: English 15 or its equivalent.

**English 81A-B. American Literature (3-3).**

A general survey of American literature, with detailed attention to the more important writers in the Colonial and National periods (not offered in 1933-1934).

**English 82A-B. English Literature (3-3).**

A historical survey of the classics of English literature, with special attention to the rise and evolution of typical literary forms, and of their relation to political, economic, and cultural backgrounds.

**English 83. Short Story Writing (3).**

Study and development of technique in writing this special type of composition. Elaboration of plots based upon material developed by members of the class. Considerable writing required. Lectures, discussions, criticism. Prerequisite: English 18A-B.

**UPPER DIVISION COURSES****English 117. Chaucer (3).**

The poems of Chaucer, with special attention to *The Canterbury Tales*, and the *Troilus and Criseyde*; important contemporary writers.

**English 120. Current Drama (3).**

Inheritance from the previous generations of dramatists; experimentation versus orthodox drama; playwrights, actors, publishers, and producers; who sets the standards; the psychology of the audience; the present dramatic outlook in Europe and America. (Not offered in 1933-1934.)

**English 121. Shakespeare (3).**

Rapid reading of at least 15 of the most important plays, chosen in chronological order, from the Shakespearean canon. Lectures, discussions, weekly reports, and special assignments. This course is required of all English majors. Fall semester.

**English 122. Shakespeare (3).**

Intensive study of the most important Shakespearean plays. This course is primarily for English majors. Prerequisite: English 121. Spring semester. (Not offered in 1933-1934.)

**English 123. The History of the English Novel (3).**

A general reading course comprising a preliminary survey of the development of the novel in Europe, followed by a study of its growth in England, broadly stated between the time of Sir Thomas More's *Utopia* and of Samuel Butler's *The Way of All Flesh*.



**English 124. The Modern Novel (3).**

The reading of representative novels beginning with the third quarter of the 19th century to the present; from George Meredith's *The Ordeal of Richard Feverel* to John Dos Passos' *Manhattan Transfer*.

**English 130. Contemporary Verse (3).**

Consideration of twentieth century experiments in verse, with emphasis upon living English and American poets.

**English 140. Comparative Literature (3).**

Lectures and assigned readings of some of the world's literary masterpieces in translation, both ancient and modern. The material used will vary from year to year. Open also to sophomores.

**English 142. Introduction to Criticism (3).**

A study of the characteristics of literature and of the fundamental principles of good criticism. Consideration of the progress of critical theory; old and new schools and their representative exponents. Considerable practice in writing criticisms of current literature.

**English 147. Dante and Milton (3).**

A rapid survey of the epic as developed by Homer, Virgil, Dante, and Milton; an intensive study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*; Milton as a writer of prose; his influence on the thought and poetry of succeeding generations; the modern epic.

**English 148. Age of Johnson (3).**

English literature from 1740-1798: Dr. Johnson and his circle; the conflict between Neo-Classicism and Romanticism. (Not offered in 1933-1934.)

**English 150. Readings from Life (3).**

A consideration of typical current biographical literature. The lives selected will be as diversified as possible, and while not ignored, material other than best sellers and book club selections will be stressed.

**English 160. Bible as Literature (3).**

Representative parts of the Old and New Testaments studied as literature.

**English 163. Current Problems in Contemporary Literature (3).**

A survey of contemporary literature as it reveals the social, ethical, and esthetic attitudes of today. The reading in this course will be based upon novels, plays, essays, and poems.

**English 180. Nineteenth Century Poetry (3).**

The philosophic theories, expressed and implied, in the great writers of the last century; their attitude toward mysticism, free will, mechanism, materialism, fate, idealism, etc. (Not offered in 1933-1934.)

**English 187. Children's Literature (2).**

Sources of juvenile literature; folk tales; histories, scientific and geographical tales; modern children's stories; reorganization of typical

examples into good dramatic form; the pageant as an outgrowth of folk-culture. Fall semester.

**English 195. Research (Honor Course) (3).**

The English seminar is planned for independent study and research for such students who, in the opinion of the English department, are deemed equal to its demand. *Eligibility.—Enrollment is possible only through invitation of the department and not through the choice of the student.* Generally speaking, those undergraduates will be considered who have obtained at least their junior standing, and who are in the upper quartile. No definite number of units can be stated for this work, these varying with the demands of individuals.

**English 198. Comprehensive Review. Credits to be arranged.**

This course is intended only for juniors and seniors who are candidates for the A.B. degree. It consists of examinations, oral and written, as the department may determine. No student will be recommended for graduation who has not worked seriously in this class. Fall semester.

## FOREIGN LANGUAGES

---

Eda Ramelli, M.A.  
Charles Robson, B.A.

### FRENCH

#### LOWER DIVISION COURSES

**French 1A-B. Elementary French (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in French.

**French 2A. Intermediate French (3).**

Advanced grammar, composition. Reading of French prose and discussion in French. Prerequisite: Course 1B or three years of high school French. Two years of high school French with grades of A or B may sometimes be accepted.

**French 2B. Intermediate French (3).**

Continuation of course 2A. Prerequisite: Course 2A.

**French 40A-B. Directed Teaching (2-2).**

Prerequisite: Course 2B or four years of high school French.

#### UPPER DIVISION COURSES

**French 101A-B. Conversation and Composition (2-2).**

**French 112A-B. Advanced French (3-3).**

Reading and discussion in the foreign language of Nineteenth Century French drama, novel, and poetry.

**French 140A-B. Directed Reading (2-2).**

### SPANISH

#### LOWER DIVISION COURSES

**Spanish 1A-B. Elementary Spanish (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in Spanish.

**Spanish 2A. Intermediate Spanish (3).**

Advanced grammar, composition. Reading of Spanish prose and discussion in Spanish. Prerequisite: Course 1B or three years of high school Spanish. Two years of high school Spanish with grades of A or B may sometimes be accepted.

**Spanish 2B. Intermediate Spanish (3).**

Continuation of course 2A. Prerequisite: Course 2A.

**Spanish 50A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school Spanish.

**UPPER DIVISION COURSES****Spanish 102A-B. Conversation and Composition (2-2).****Spanish 110A-B. Advanced Spanish (3-3).**

Reading and discussion in the foreign language of Nineteenth Century Spanish novel, drama, and poetry.

**Spanish 150A-B. Directed Reading (2-2).****MINORS IN FOREIGN LANGUAGE**

These departments have not as yet a major curriculum. They do, however, offer minors as follows:

**FRENCH****Lower Division—**

Four years of high school work (5 hours per week) in French or college courses as follows:

French 1A-B—Elementary French -----10 units

French 2A-B—Intermediate French ----- 6 units

It is suggested that the student take in addition at least one semester of lower division directed reading.

French 40A or 40B—Directed Reading----- 2 units

Upper Division -----10 units

French 101A-B—Conversation and Composition--- 4 units

French 112A-B—The Nineteenth Century----- 6 units

**SPANISH****Lower Division—**

Four years of high school work (5 hours per week) in Spanish, or college courses as follows:

Spanish 1A-B—Elementary Spanish -----10 units

Spanish 2A-B—Intermediate Spanish ----- 6 units

It is suggested that the student take in addition at least one semester of lower division directed reading.

Spanish 50A or 50B—Directed Reading----- 2 units

Upper Division -----10 units

Spanish 102A-B—Conversation and Composition--- 4 units

Spanish 110A-B—The Nineteenth Century ----- 6 units

## HOME ECONOMICS DEPARTMENT

---

Charlotte P. Ebbets  
 Alice V. Bradley, M.A.  
 Edith O. Churchill, B.A.  
 Florence L. Clark, M.A.  
 Winifred M. Frye, B.S.

### Requirements for Graduation With a Major in Home Economics.

Candidates for degrees with a major in home economics must fulfill all the State board and institutional requirements which are set forth on pages 29-37.

In social science, the following selection of lower division courses best meets the needs of the home economics major:

	Units
History 2A—History of Modern Europe-----	3
Sociology 1—Elementary Sociology-----	3
History 2B or Sociology 2-----	3
Political Science 1B—American Government-----	3
Economics 1A—Principles of Economics-----	3

The upper division courses in this department are based upon a definite sequence of prerequisite science and home economics courses taken in lower division. The following science courses meet the State requirement, and provide the essential background for later work:

Science 1A-B—Inorganic Chemistry -----	6
Science 50A-B—Physiology and Bacteriology -----	6
Science 5 —Organic Chemistry -----	3
* Science 100 —Physiological Chemistry -----	3

Beginnings are made in lower division toward the department major by the following courses:

Home Economics 1-2—Food Study -----	6
Home Economics 10—Large Quantity Cookery -----	1
Home Economics 90—Study of Textiles -----	2
Home Economics 5—Home Gardening and Landscaping -----	1
Home Economics 7—Household Administration -----	2
Home Economics 4A-B—Household Management -----	2
Art 1—Design and Color -----	2
* Art 114—Interior Decoration and House Furnishing -----	2

Suggested upper division programs for home economics majors will be found on pages 72-74. Fifteen units of courses in education must be included in any major program in this department.

---

\* These courses count as lower division work in the home economics department.

**Minors.**

Each candidate for graduation with a major in home economics may complete one or two minors selected from the fields of art, English, history, physical education, science, or junior high school education.

**Credential.**

Upon the completion of the four-year course in home economics, the student is granted in addition to the B.A. degree, the State credential to teach all such subjects as are listed under the so-called science phase of home economics, such as foods and nutrition, health and care of the child, house administration and management, home nursing and hygiene, and gardening and landscaping, as well as such subjects as are listed under the art phase of home economics, such as plain and advanced sewing, dressmaking, tailoring, millinery, and textiles.

**Pre-Secondary Degree Courses.**

These courses have the standard lower division requirements. The divergence comes in the upper division. The majors do not cover the State requirements for special certification, which is 50 units. These majors require only 32 units. Practice teaching may be eliminated and requirements in education may be reduced to 12 units. It is possible in these majors to select work with different objectives e.g., leading towards specialization in dietetics and nutrition, textiles, home making, institutional management, health, etc.

If it is later desired, a general secondary credential covering teaching requirements may be secured by an additional year of study at a college or university authorized to grant this credential.



## SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN HOME ECONOMICS EDUCATION

### 1. Curriculum Leading to an A.B. Degree and a Special Secondary Credential in Home Making.

#### JUNIOR YEAR

First Semester	Units
English 122—Shakespeare .....	3
Home Economics 101A—First Principles of Clothing .....	3
Education 175—Educational Psychology .....	3
Art 103—House Design .....	2
Art 102A—Weaving .....	1
Science 101A—Textile Chemistry .....	2
Home Economics 103A—Elementary Dietetics and Nutrition .....	3
Physical Education 160A .....	1/2

Second Semester	17 1/2
Home Economics 107A—Demonstration of Foods .....	1
Home Economics 101B—First Principles of Clothing .....	3
Education 190 H.E.—Teaching Methods (Household Science) .....	2
Education 190B H.E.—Teaching Methods (Household Art) .....	2
Art 110—Art Needlework .....	1
Science 101B—Food Chemistry .....	2
Home Economics 103B—Advanced Dietetics and Nutrition .....	2
Home Economics 107B—History of Table Appointments and Serving .....	2
Art 102B—Weaving .....	1
Physical Education 160B .....	1/2

#### SENIOR YEAR

First Semester	16 1/2
Home Economics 130—Practice House .....	2
Home Economics 110A—Advanced Clothing (Wool) .....	2
Education 192 H.E.—Directed Teaching (H.S.) .....	2
Home Economics 106A—Health and Child Care .....	2
Home Economics 106B—Home Nursing and Hygiene .....	2
Education 173—Secondary Education .....	2
Home Economics 102Y—Large Quantity Cookery .....	1
Physical Education 161A .....	1/2

Second Semester	13 1/2
Home Economics—Elective Tailoring or Institutional Management ..	2
Home Economics 110B—Advanced Clothing (Silk) .....	2
Education 192B—Directed Teaching (H.A.) .....	2
Home Economics 108—Home Economics Survey .....	2
Home Economics 102Z—Large Quantity Cookery .....	1
Home Economics 112A-B—Millinery or Advanced Textiles .....	2
Physical Education 161B .....	1/2

11 1/2

# SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN HOME ECONOMICS EDUCATION

## 2. Pre-Secondary Curriculum Leading to an A.B. Degree but No Credential.

### Nutrition and Health

#### JUNIOR YEAR

##### First Semester

	Units
English 122—Shakespeare .....	3
Education 175—Educational Psychology .....	3
Home Economics 102Y—Large Quantity Cookery .....	1
Art 103—House Design .....	2
Home Economics 103A—Elementary Dietetics and Nutrition .....	3
Science 101A—Textile Chemistry .....	2
Home Economics—Elective .....	2
Physical Education 160A .....	$\frac{1}{2}$

##### Second Semester

	16 $\frac{1}{2}$
Home Economics 107A—Demonstration of Foods .....	1
Home Economics 107B—History of Table Appointments and Serv- ing .....	2
Education 190 H.E.—Teaching Methods (Science) .....	2
Home Economics 103B—Advanced Dietetics and Nutrition .....	2
Home Economics 108A—Home Economics Survey (Historical) .....	1
Science 101B—Food Chemistry .....	2
Home Economics—Elective .....	2
Home Economics 102Z—Large Quantity Cookery .....	1
Home Economics—Elective .....	3
Physical Education 160B .....	$\frac{1}{2}$

#### SENIOR YEAR

16 $\frac{1}{2}$ 

##### First Semester

Home Economics—Elective .....	2
Home Economics 130—Practice House .....	2
Education 192 H.E.—Directed Teaching .....	2
Home Economics 106A—Health and Child Care .....	2
Home Economics 106B—Home Nursing and Hygiene .....	2
Education 173—Secondary Education .....	2
Home Economics 134—Administration of Institutions (Lecture) ..	2
Home Economics 136—Lunchroom Supervision .....	2
Physical Education 161A .....	$\frac{1}{2}$

##### Second Semester

	16 $\frac{1}{2}$
Home Economics 140—Hospital Dietetics .....	2
Home Economics 135—Institutional Problems .....	2
Home Economics 137—Lunchroom Management .....	2
Home Economics—Elective .....	3
Physical Education 161B .....	$\frac{1}{2}$

9 $\frac{1}{2}$

## SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN HOME ECONOMICS EDUCATION

### 3. Pre-Secondary Curriculum Leading to an A.B. Degree but No Credential.

#### Textiles and Clothing

#### JUNIOR YEAR

##### First Semester

	Units
English 121—Shakespeare .....	3
Education 175—Educational Psychology .....	3
Art 103—House Design .....	2
Art 102A—Weaving .....	1
Science 103—Science of Dyeing .....	2
Home Economics—Elective .....	2
Home Economics 110A—Advanced Clothing .....	2
Physical Education 160A .....	1½

##### Second Semester

English—Elective .....	3
Art 110—Art Needlework .....	2
Art 102B—Weaving .....	1
Home Economics 121—Advanced Textiles .....	2
History—Elective .....	3
Education 177—Growth and Development of the Child .....	2
Home Economics 110B—Advanced Clothing (Silk) .....	2
Physical Education 160B .....	1½

#### SENIOR YEAR

##### First Semester

Education 173—Secondary Education .....	2
Science 101A—Textile Chemistry .....	2
Home Economics 120—Dressmaking .....	3
Art 118A—Art Appreciation .....	1
Education 159—Home Background and Parent Education .....	2
English 187—Children's Literature .....	2
Physical Education 161A .....	1½
Home Economics—Elective .....	2

##### Second Semester

Home Economics 120B—Tailoring .....	3
Science 102—Advanced Textile Chemistry .....	2
Home Economics 108—Home Economics Survey .....	1
Home Economics 112—Millinery .....	2
Art 118B—Art Appreciation .....	1
Art 102C—Advanced Weaving .....	2
English—Elective .....	3
Physical Education 161B .....	1½

14½

## MINORS—HOME ECONOMICS

I. Domestic Science.		Units
Lower Division	-----	8 units
Home Economics 1—Elementary Food Study	-----	3
Home Economics 4A-B—Household Management	-----	2
Home Economics 10—Nutrition and Health	-----	2
Home Economics 5—Home Gardening	-----	1
	-----	8
Upper Division	-----	8 units
Home Economics—Household Administration	-----	2
Home Economics 107B—Table Service	-----	2
Home Economics 106B—Home Nursing and Hygiene	-----	2
Education 190A—(Home Economics)—Teaching		
Methods	-----	2
	-----	8
Prerequisites:		
Science 5—Organic Chemistry	-----	3
Science 51A-B—Physiology and Bacteriology	-----	6
	-----	9
		16 units
II. Domestic Art.		
Lower Division	-----	6 units
Home Economics 101A—First Principles of Clothing	-----	3
Home Economics 90—Study of Textiles	-----	2
Home Economics 4B—House Management (Laundry)	-----	1
	-----	6
Upper Division	-----	9 units
Home Economics 101B—First Principles of Clothing	-----	3
Home Economics 112—Millinery	-----	2
Home Economics 115—Budgeting	-----	2
Education 190B—(Home Economics)—Teaching		
Methods	-----	2
	-----	9
Prerequisites:		
Science 103—Science of Dyeing	-----	2
Art 1—Design and Color	-----	2
Art 110—Art Needlework	-----	1
	-----	5
		15 units

A student from any of the departments may make a choice between the science or art phase of home economics, but in either case can not satisfy the prerequisite subjects.

**DESCRIPTION OF COURSES IN HOME ECONOMICS****Household Science****LOWER DIVISION COURSES****Home Economics 1. Elementary Food Study (3).**

Lecture, recitation, and laboratory practice. This course involves technical work in cookery based upon scientific principles, together with a study of foods from the historical, economic, and nutritive standpoints. The special aim is to acquaint the prospective teacher with correct methods of conducting food study and work in school training for the home. Prerequisites: One year of inorganic chemistry (6 units) and one year of physiology and bacteriology (6 units).

**Home Economics 2. Advanced Food Study (3).**

Lecture, recitation, and laboratory practice. This course is a continuation of course 1, with elaboration of processes. It includes practical work in food preservation as well as in the preparation of simple diets for invalids. Prerequisites: Organic chemistry; bacteriology.

**Home Economics 5. Home Gardening and Landscaping (1).**

A course designed to prepare the student with an elementary knowledge of plant life; laying out of small gardens, and gaining an appreciation of art in landscaping, through visiting the beautiful estates in this region.

**Home Economics 7. Household Administration (2).**

Lectures and problems. This course deals with household accounting and economics of the home. It accepts housekeeping and home making as a profession, and considers divisions of income; necessity for and practical methods of keeping individual accounts; high cost of living with suggestions as to the probable causes and possible methods of reformation; the cost of materials and labor involved in furnishing and maintaining a home.

**Home Economics 10. Nutrition and Health (2).**

Lectures designed for the general professional students and housewives. The course includes a study of the essentials of a balanced diet for children and adults; school lunches; digestion; excretions and elementary metabolism; malnutrition, its causes, symptoms, and remedies. No prerequisites.

**Home Economics 10X. Large Quantity Cookery (1).****Home Economics 4A-B. Household Management (2).**

Lecture and laboratory practice. This course treats of the various types of household activities involved in the care and upkeep of the house; the study of cleansing agents; the systematic planning of the daily routine, including also the processes of laundering and the study of laundry equipment; a study of the efficiency and comparative cost of different cleansing agents. Prerequisite: Inorganic, organic and textile chemistry and bacteriology.



**UPPER DIVISION COURSES****Home Economics 102Y-Z. Large Quantity Cookery (1-1).**

This course enables every student in the department to gain the necessary experience in purchasing supplies, arranging menus, and preparing food in large quantities for school lunchrooms. Each student assists in turn with the preparation of the noon meal at the college cafeteria. Practical administration problems require that this course be divided into three sections known as X, Y, and Z. Prerequisites: Courses 1, 103A-B.

**Home Economics 103A-B. Dietetics and Nutrition (3-2).**

Lecture, recitation, and laboratory practice. These courses involve the study of nutrition based upon the physical needs of the individual, singly or in groups, according to mode of living, occupation, and income; under conditions of usual health, or when suffering from various physical disorders. Prerequisites: Courses 1 and 2; organic chemistry; physiological chemistry.

**Home Economics 106A. Child Care and Health (2).**

Designed for those preparing to give instruction in the care of children. A study is made of the causes and effects of malnutrition; height and weight standards; methods of judging nutrition, and the laws of health; methods by which the school can improve the health of children through activities. Prerequisite: First semester of dietetics and nutrition.

**Home Economics 106B. Hygiene, Home Nursing (2).**

Lectures and laboratory. This course deals with the prevention and care of illness. Methods of rendering first aid; care of sick rooms, etc., and aims to fit the girl to do emergency nursing in the home.

**Home Economics 107A. Demonstration of Foods (1).**

This course is arranged to meet the growing demand for professional demonstrators in the fields of food industries and advertising; the use of special kitchen and household equipment and labor-saving devices. It offers opportunities for each student to give a detailed discussion as to the merits, methods of preparation, and use of some specific dish or piece of equipment. Prerequisites: Home Economics 1 and 2.

**Home Economics 107B. History of Table Appointments, and Meal Planning and Serving (2).**

Designed to offer an objective field for the application of the underlying principles and technique learned in the cooking laboratory together with working out good selection and combinations of foods based upon dietary principles as applied to different groups of people.

Social and table etiquette including table manners is stressed and a historical survey is made of the evolution of all table appointments. Prerequisites: Home Economics 1 and 2, and Elementary Dietetics, Home Economics 103A.

**Home Economics 108. Home Economics Survey (2).**

A history of home economics in its educative, governmental, legal, and general development aspects, with special attention to the constructive



effect of the movement on the development of the American home. Special attention is paid to the coordinating of all allied subjects with the so-called home economics technical subjects.

**Home Economics 130. House Practice (2).**

A course dealing with the problems of home making. By living for a stated period of time in the practice house in a family group the students take up in rotation the actual duties involved in good housekeeping.

**Home Economics 134. Administration of Institutions (2).**

This is a lecture course for mature students who are training for the administration of various types of institutions. Only those students are admitted to it who give evidence of sound health, good judgment, and sufficient training in food work. Prerequisite: Home Economics 1 and 2.

**Home Economics 135. Institutional Problems (2).**

**Home Economics 136. Lunchroom Supervision (2).**

**Home Economics 137. Lunchroom Management (2).**

**Education 190. Home Economics Teaching Methods, Household Science.**

See page 56, education courses.

**Education 192. Home Economics Directed Teaching, Household Science.**

See page 57, education courses.

## **Household Art**

### **LOWER DIVISION COURSES**

**Home Economics 1X. Principles of Sewing for Institutions (2).**

This course is designed for students training for the administration of institutions, and takes up the study of problems of special interest to them, such as: a study of textiles for the household; problems in mending, selection and making up of household linens, etc. Some discussion concerning personal clothing is also included.

**Home Economics 90. Textiles (2).**

Development of the textile industry from primitive times to the present; study of the important fibres and materials made from them; art and economic consideration in selecting and purchasing of materials for clothing and household furnishings.

### **UPPER DIVISION COURSES**

**Home Economics 101A-B. First Principles of Clothing (3-3).**

A study of clothing based upon needs as brought out by a study of the clothing budget. Emphasis is laid upon selection, purchase, suitability,

and care of clothing. Making of garments of simple construction, involving the use of cotton and linen materials. Discussion and making up of problems in household sewing. The course is designed primarily for the training of teachers, and methods of presenting the work in elementary and secondary schools are discussed in connection with each problem.

**Home Economics 110A. Advanced Clothing (Wool) (2).**

General consideration of the economic problems in clothing production; practice in the making of a wool dress, silk blouse, and children's dresses.

The aims are: greater independence, originality, and skill in handling different materials. Prerequisite: Home Economics 101A-B.

**Home Economics 110B. Advanced Clothing (Silk) (2).**

Complicated clothing construction involving application of principles in costume design and textiles. This course reviews all the processes taken in Home Economics 101A-B and 110A. The finished problems include a silk dress, and some garment emphasizing applied design.

**Home Economics 112. Millinery (2).**

This course includes pattern work, the making and covering of wire, net, and willow frames, covering of commercial frame, trimming of hats.

Emphasis is laid upon principles of line and color harmony as applied to the individual. Prerequisite: Advanced Clothing.

**Home Economics 120A. Dressmaking (2).**

A course designed to teach advanced technique in garment construction. The course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing and the influence of color and textile values on garment making.

**Home Economics 120B. Tailoring (3).**

A continuation of advanced dressmaking. Problems are chosen with the idea of developing technique. Emphasis is placed on construction and design as well as the study of fabrics suitable for tailored garments.

**Education 190. Home Economics Teaching Methods, Household Arts (2).**

See page 56, education courses.

**Education 192. Home Economics Directed Teaching, Household Arts (3).**

See page 57, education courses.

## INDUSTRIAL EDUCATION DEPARTMENT

---

Emanuel E. Ericson, M.A.  
Fred L. Griffin, B.A.  
Florence W. Lyans, B.A.  
Ralph Porter  
William L. Rust  
Roy L. Soules, B.A.  
Earle F. Walker, M.A.  
Schurer O. Werner, B.A.

### General Statement.

Courses in the department of industrial education may be taken by three different groups of students:

- (1) Those taking the course leading to the B.A. degree with a major in industrial education or to a credential to teach industrial art without the degree.
- (2) Students majoring in other departments of the college in which certain courses in industrial education are required, or used as electives, or selected for minors.
- (3) Special students who wish to receive instruction and practice in drafting or mechanical work of various kinds for the purpose of applying the efficiency thus gained in present or future occupational activities rather than for college credit.

### General Requirements for the B.A. Degree with a Major in Industrial Education and a Credential to Teach.

Upon completion of the degree course with a major in industrial education, the graduate is granted also a State credential entitling him to teach industrial subjects in elementary and secondary schools.

Candidates for degrees with a major in industrial education must fulfill all the State board and institutional requirements which are set forth on pages 29-37.

### Technical subjects.

Not less than 50 units of technical training must be completed for graduation. Of this total number, 26 units are specified requirements while the remaining 24 may be varied according to the interest and outlook of the individual student. This also satisfies the requirements of the State Board of Education for a credential to teach within this field.

Specific requirements in technical subjects.	Units
Automotive Work -----	6
Woodwork -----	3
Drawing -----	3
Electrical Construction -----	3
Machine Shop Practice -----	3
Sheet Metal Work -----	2

## Technical Electives:

The remaining 24 units of technical subjects may be selected from the list below or made up of additional courses listed under the headings in the required group above:

Aeronautics  
 Art-Metal Work  
 Battery Construction and Repair  
 Carpentry  
 Farm Mechanics  
 Forging and Welding  
 Furniture Upholstery  
 Home Mechanics and General Shop  
 Industrial Arts for Elementary Schools  
 Industrial Arts Design  
 Leather Work  
 Polychrome and Compo Work  
 Pattern Making and Foundry Work  
 Pumps and Irrigation Equipment  
 Wood Finishing and Painting  
 Printing

It is expected that at the beginning of the junior year the student will elect to strengthen himself either in the woodworking or metal-working subjects, or in drafting, and will choose his technical electives accordingly, under the advisership of the head of the department.

## Minors.

Students majoring in industrial education are strongly advised to complete a minor in one of the departments of the college where suitable minors are offered.

## LOWER DIVISION—INDUSTRIAL EDUCATION MAJOR

## General requirements.

Required lower division subjects for a major in industrial education are those specified by the State Board of Education and by this institution, and are listed on pages 29-37.

## Requirements in technical subjects.

	Units
Industrial Education 1—Freehand Drawing .....	2
Industrial Education 11—Foundations of Woodwork.....	3
Industrial Education 2—Instrumental Drawing* .....	3
Industrial Education 3—Architectural Drawing .....	3
Industrial Education 4—Machine Drawing .....	3
Industrial Education 31—Machine Shop Practice.....	3

---

 17

\* Students who have completed one year or more of mechanical drawing in high school and who show satisfactory accomplishment in this subject will receive credit for course 2, but this will not thereby reduce the total requirements for the degree.

## UPPER DIVISION—INDUSTRIAL EDUCATION MAJOR

The following professional work is required for a degree in industrial education :

	Units
Education 57—Introduction to the Study of Education-----	3
Education 175—Educational Psychology -----	3
Education 173—Secondary Education -----	2
Education 191 (Industrial Education)—Vocational Education-----	2
Economics 142—Study of Occupations -----	3
Education 143 (Industrial Education)—Educational and Vocational Guidance -----	2
Education 191 (Industrial Education)—Content and Materials in Industrial Education -----	2
Education 190 (Industrial Education)—Teaching Problems in Industrial Education -----	3
Education 192 (Industrial Education)—Directed Teaching -----	5

## Technical courses required :

Students will select a sufficient number of technical courses to complete the total of 50 units of technical work required for graduation. The subjects will be chosen in suitable groupings in consultation with the head of the department. The following suggested program indicates the subject requirements for the degree course for upper division.

# SUGGESTED UPPER DIVISION PROGRAM FOR THE DEGREE COURSE WITH A MAJOR IN INDUSTRIAL EDUCATION

## JUNIOR YEAR

### First Semester

	Units
History 180—Industrial History of the United States-----	3
Industrial Education 130—Electrical Construction-----	3
Industrial Education 134—Fundamentals of Automotive Machinery	3
Physical Education 160A-----	$\frac{1}{2}$
Elective Shopwork *-----	5
Elective (not Industrial Education courses)-----	2

---

 16 $\frac{1}{2}$ 

### Second Semester

Industrial Education 113—Sheet Metal Work-----	2
Education 191 (Industrial Education)—Vocational Education-----	2
Education 175—Educational Psychology-----	3
Industrial Education 135—Internal Combustion Engine-----	3
Elective (not Industrial Education courses)-----	2
Elective Shopwork *-----	4
Physical Education 160B-----	$\frac{1}{2}$

---

 16 $\frac{1}{2}$ 

## SENIOR YEAR

### First Semester

Education 173—Secondary Education-----	2
Elective (not Industrial Education courses)-----	2
Economics 142—Study of Occupations-----	2
Education 191 (Industrial Education)—Content and Materials-----	2
Education 192 (Industrial Education)—Directed Teaching-----	2
Elective Shopwork *-----	5
Physical Education 161A-----	$\frac{1}{2}$

---

 15 $\frac{1}{2}$ 

### Second Semester

Education 190 (Industrial Education)—Teaching Problems-----	3
Education 143—Educational and Vocational Guidance-----	2
Education 192 (Industrial Education)—Directed Teaching-----	3
Elective Shopwork *-----	7
Physical Education 161B-----	$\frac{1}{2}$

---

 15 $\frac{1}{2}$ 

\* The elective shopwork throughout the course must be selected under the approval of the head of the department. These electives will be chosen with reference to the student's major interest within this field.



A minimum of two months (416 clock hours) of practical garage experience in addition to the 124 units of college work is required for the long term credential to teach automobile mechanics.

A minimum of not less than 8 units of college work plus not less than 416 clock hours of practical experience in a commercial shop are required for certification in printing.

### **Courses Leading to a Limited Credential in Industrial Arts Education.**

(A course open to persons with trade experience.)

#### **a. Entrance requirements:**

- (1) Minimum and maximum age limits for entrance, 24 to 40.
- (2) Graduation from a four-year high school or its equivalent.
- (3) Not less than five years of practical experience in an approved trade.
- (4) Successful passing of trade and aptitude tests as provided by the college.

#### **b. Training required:**

Not less than two years of special teacher training, consisting of a minimum of 60 units, distributed approximately as follows:

	Units
English -----	6
Social Science -----	9
Mathematics -----	3
Science -----	6
Education -----	15
Supervised Teaching -----	6
Physical Education -----	2
Hygiene -----	2
Related Technical Subjects -----	11
Total minimum requirements -----	60 units

Upon successful completion of this course, the student is granted, upon the recommendation of the college, a State credential to teach a limited range of shopwork in secondary schools. This credential may be broadened from time to time upon completion of additional requirements.

### **Special Credential for Teaching Farm Mechanics.**

By taking a course of 10 units in Farm Mechanics, approved by the State Supervisor of Agricultural Education, students who have completed 40 units of the required technical work will receive in addition to their credential in industrial arts education a special credential in Farm Mechanics entitling them to teach Farm Mechanics to classes in Vocational Agriculture organized under the Federal and State vocation education acts.

### **Work Leading to Credential in Supervision.**

Persons who hold the credential for teaching industrial arts education and who have had at least 17 months of successful teaching

experience may obtain the credential in Special Supervision within this field by taking the following courses:

- a. Four semester units of work selected from the least two of the following courses (Growth and Development of the Child required) :
  - (1) Growth and Development of the Child.
  - (2) Philosophy of Education.
  - (3) History of Education in the United States.
  - (4) Social Value of the special field in which supervision is to be done.
- b. Six semester units of work selected from the following group (Organization, Objectives, and Supervision of Instruction in Industrial Education required) :
  - (1) Organization, Objectives, and Supervision of Instruction in Industrial Education.
  - (2) Tests and Measurements in the Special Field.
  - (3) Problems of Supervision in Industrial Education.
  - (4) Vocational Guidance.

For further information about this credential see State Board of Education Bulletin H-2.

### MINORS IN INDUSTRIAL EDUCATION

#### Minor in Mechanical Drawing.

	Units
Lower Division-----	11
Industrial Education 2—Instrumental Drawing -----	2
Industrial Education 4—Elementary Machine Drawing-----	3
Industrial Education 3—Elementary Architectural Drawing--	3
Industrial Education 11—Foundations of Woodworking-----	3

#### Upper Division----- 7

Industrial Education 104—Related Mechanical Drawing-----	2
Industrial Education 105—Industrial Arts Design -----	3
Industrial Education 144—General Metal Shop-----	2

#### Minor in Woodwork.

Lower Division-----	11
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing -----	3
Industrial Education 11—Bench Woodwork -----	3
Industrial Education 10—Elementary Furniture Construction ..	3

#### Upper Division----- 7

Industrial Education 108—Advanced Cabinet Making and Mill- work -----	3
Industrial Education 105—Industrial Arts Design -----	2
Industrial Education 142—Study of Occupations, or	
Industrial Education 143—Vocational Guidance -----	2

**Minor in Industrial Arts for Elementary Schools.**

	Units
Lower Division-----	
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 22—Elementary Woodwork-----	2
Industrial Education 2—Instrumental Drawing-----	3
Art 19A—Public School Art-----	2
Upper Division-----	
Industrial Education 129—Industrial Arts in Elementary Schools-----	2
Industrial Education 126—Art Metal Work-----	2
Industrial Education 151—Supervised Teaching-----	2
Industrial Education 102—Architectural Drawing and Design, or	
Industrial Education 144—General Shop Activities, or	
Industrial Education 124—Reed Furniture Construction-----	3

**Minor in Electrical Work.**

Lower Division-----	
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing-----	3
Industrial Education 31—Machine Shop Practice-----	3
Industrial Education 130—Electrical Construction-----	3
Upper Division-----	
Industrial Education 132—Advanced Electrical Construction--	2
Industrial Education 26—Applied Mathematics-----	2
Industrial Education 131—Radio Construction and Operation--	3

**Minor in General Metal Work.**

Lower Division-----	
Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing-----	3
Industrial Education 31—Machine Shop Practice-----	3
Industrial Education 113—Sheet Metal Work-----	2
Industrial Education 126—Art Metal Work-----	2
Upper Division-----	
Industrial Education 134—Fundamentals of Automotive Machinery-----	3
Industrial Education 143—General Metal Shop-----	2
Industrial Education 111—Forging and Welding-----	2

**DESCRIPTION OF COURSES IN INDUSTRIAL EDUCATION****LOWER DIVISION COURSES****Industrial Education 1. Freehand Drawing (2).**

A course giving fundamental theory and practice in freehand perspective, lettering, sketching, etc., with specific application to furniture, buildings, machinery, and fundamental principles of structural design. Black-board sketching and study of color harmonies included.

**Industrial Education 2. Instrumental Drawing (3).**

This course embraces instruction and practice in the use of mechanical drawing instruments and in lettering. It includes also the solution of the geometric problems commonly met in mechanical drawing, shop sketching, and working drawing, and covers orthographic projection and isometric drawing. Students who have done two or more years work in drawing in high school may make a substitution for this course.

**Industrial Education 3. Architectural Drawing (3).**

This course covers the principles and practice of drawing as applied to house planning, furniture representation, and architectural details. Includes lettering and the technique of architectural drafting. Prerequisite: Industrial Education 2 or its equivalent.

**Industrial Education 4. Machine and Sheet Metal Drawing (3).**

In this course special attention is given to machine drafting and sketching and to mechanisms and their various applications. This course includes also development of sheet-metal patterns. Prerequisite: Industrial Education 2 or its equivalent.

**Industrial Education 10. Elementary Furniture Construction (2).**

This course is especially designed to cover the construction of such articles of furniture as can be made by students of the upper grades of the elementary or grammar school. (Not offered in 1933-1934.)

**Industrial Education 11. Bench Woodwork and Wood Turning (3).**

The object of this course is to give the student practice in the fundamental processes of bench work in wood and in the operation of the turning lathe, placing emphasis on correct methods, shop organization, care of tools, etc.

**Industrial Education 12. Machine Woodworking and Cabinet Construction (3).**

In this course the student is able to get acquainted with the use and upkeep of woodworking machinery in the construction of various types of cabinet work, case work, and furniture. Prerequisite: Industrial Education 2, 11.

**Industrial Education 13. Wood Turning (1) or (2).**

This course provides opportunity for mastering the fundamentals of wood turning. It includes spindle turning, face plate and chuck turning, and spiral work.

**Industrial Education 15A. Printing (3).**

The purpose of this course is to give the student practice in the fundamental operations involved in straight composition, proofing, correcting and imposition. A study is made of type and type faces suitable for different effects. Platen presswork is also covered.

**Industrial Education 15B. Printing (3).**

This course is a continuation of course 15A. It consists of the more advanced problems in composition, imposition, and presswork. A study is made of space relations and design in printing, and also of effects brought about by type selection, suitable paper stock, and color harmonies.

**Industrial Education 18. Cement and Concrete Work (2).**

This course involves the study of the use of cement in its application to home building and decoration. Practice is given in form making for plain and decorative work using wood, clay, plaster of paris, etc., as media. Attention is given to proportioning mixtures for different types of construction, applying various kinds of finishes, and the use of color in cement. Prerequisite: Industrial Education 11.

**Industrial Education 22. Elementary Woodwork (3).**

A course covering the fundamental handwork processes in woodwork and finishing that are applicable to the activity program in the elementary schools.

**Industrial Education 31. Elementary Machine Shop Practice (3).**

The processes which are included in this course are the simpler operations performed by the general machinist. These operations cover bench work and the methods of laying out or drawing on metal; also simple cylinder turning and screw cutting, with simple drilling, planing, and taper work. Prerequisite: Industrial Education 4.

### UPPER DIVISION COURSES

**Industrial Education 101. Advanced Freehand Drawing (2).**

A course dealing with freehand representation of various objects related to the work of the school shops, and with the fundamental principles of color and design in their application to articles produced in such shops. Prerequisite: Industrial Education 1.

**Industrial Education 102. Architectural Drawing and Design (3).**

A course covering the theory and practice involved in making complete plans and specifications for a dwelling. Study of styles of architecture, economy and arrangement of floor space, suitable kinds of building materials, building ordinances. Experience in estimating and in topographical drawing. Prerequisite: Industrial Education 1, 2, 3.

**Industrial Education 103. Machine Drafting and Design (3).**

This course covers various types of cams and gears and the study of the simpler forms of motion in their application to machinery. Each student will have the opportunity to make a complete set of drawings and details for a small machine. Prerequisite: Industrial Education 4.



**Industrial Education 104. Related Mechanical Drawing (2).**

This course offers study and practice in such phases of drawing, blueprint reading, and shop sketching as are needed in order to relate fully the work of the drawing room with the actual work done in the shop or on the job. Prerequisite: Industrial Education 2 or equivalent.

**Industrial Education 105. Industrial Arts Design (2).**

A study of fundamental principles underlying structural design, with special emphasis upon the design and construction of articles of furniture and other projects suitable for production in school shops. Includes also a consideration of the use and effect of color as a factor in design. Prerequisites: Industrial Education 1, 2.

**Industrial Education 106. House Carpentry (3).**

In this course the student is given instruction and practice in the building and repairing of structures ranging in complexity from the simplest frame building to the more complex frame cottage. The course includes every phase of carpentry of value to the home builder. Prerequisite: Industrial Education 3, 11.

**Industrial Education 107. Advanced Furniture Construction (3).**

A course involving both individual and factory production of domestic furniture, including inlaying, simple carving, fluting and reeding. Articles for production are chosen or designed according to ability and ambition of each individual student. Prerequisite: Industrial Education 12.

**Industrial Education 108. Advanced Millwork (3).**

The object of this course is to give definite practice in the proper use of woodworking machinery, and in producing millwork for building construction and machine-made furniture. The proper routing of work in the shop, and the possibilities of each machine are studied. Time is devoted to the adjustment, care, and upkeep of the machines, motors, and other equipment. Prerequisite: Industrial Education 12.

**Industrial Education 111. Forging and Oxyacetylene Welding (2).**

Here are presented those aspects of forging and oxyacetylene welding which every farmer, auto mechanic, and general machinist should know, including also a few simple problems in ornamental work.

**Industrial Education 112. Ornamental Ironwork (2).**

A course covering design and construction of articles made of ornamental iron, as applied to buildings, furniture, and decorative household articles.

**Industrial Education 113A. Sheet Metal Work (2).**

This course is intended to prepare the student to perform such sheet-metal processes as are of interest and value in the school shop or to the home owner. Courses of study are also considered, as well as the adaptation of the work to the various grades of the school.

**Industrial Education 113B. Plumbing and Pipe Fitting (1).**

This is a brief course including such facts and skills as will enable the student to teach simple household plumbing repairs, and to do simple pipe fitting.



**Industrial Education 114. Pattern-Making and Foundry Practice (2).**

A course combining the elements of pattern-making with those of molding and of operating a small cupola. Aluminum casting is practiced from the standpoint of its possibilities in the public school. This work is carried out in close cooperation with other departments, and all castings are used for practical projects. Prerequisite: Industrial Education 11. (Not offered in 1933-34.)

**Industrial Education 115. Advanced Machine Shop Practice (3).**

In this course the opportunity is given for practice in the more intricate and exacting processes involved in machine shop work. The projects made are all of direct practical use, repair parts for automobiles being overhauled in the auto shop and articles of school equipment form a part of the course. Prerequisite: Industrial Education 31.

**Industrial Education 116. Machine Shop and Tool Making (3).**

An advanced course in machine shop practice involving the construction of machines and tools for practical use, as well as the making of repair parts for tools, machines, and automobiles. Prerequisites: Industrial Education 31 and 115.

**Industrial Education 117. Advanced Printing (3).**

This course is designed to give prospective teachers such information and practice as will enable them to direct the printing operations required in the small school print shop. Special attention is given to the problems involved in producing a school paper, and the job work suitable to such a shop. Attention is given to type selection, design, color harmonies, and two and three color work. Study is also made of equipment needs for school use. Prerequisite: Industrial Education 15A-B.

**Industrial Education 118. Printing and Bookbinding (3).**

A course giving practice in the more advanced work that may be done in the school print shop, including bookbinding. (Not offered in 1933-34.)

**Industrial Education 119. Advanced Course in Printing (3).**

A course comprising the more advanced problems of the school print shop, involving work on posters, production of books and the use of color processes.

**Industrial Education 120A. Linotype Operation (3).**

This is a fundamental course covering the operation of the linotype.

**Industrial Education 120B. Linotype Operation (3).**

A second course in linotyping comprising the setting of display matter and other special work.

**Industrial Education 121. The Activity Program for the Elementary Schools. (2).**

A course offering opportunity for teachers to obtain manipulative skill in such construction work as pertains to the activity program of the elementary schools. This work is done in a setting paralleling as nearly as possible the conditions of the elementary school classroom. Through study and discussion the possibilities of coordinating activities with all

subject matter of the school are considered and developed. (Not given in 33-34.)

**Industrial Education 122. Upholstery (2).**

This course deals with the tools and materials of the process of upholstering, and gives the student a practical acquaintance with such simpler processes as would be employed in doing over old pieces of furniture as well as in upholstering new pieces. (Not offered in 1933-34.)

**Industrial Education 123. Art Crafts (3).**

Work in various crafts such as copper, block cutting and printing, colored leather, and the like, which can be made the basis for the practical application of artistic designs, will form the foundation of the course.

**Industrial Education 124. Reed Furniture Construction (2).**

A course covering the methods of making furniture of reed and similar material, including coloring and applying various types of finishes.

**Industrial Education 125. Painting and Woodfinishing (1 or 2).**

Here the pupil receives instruction and practice in the various phases of preserving and beautifying the home structure and the furniture of the home. The course embraces painting, staining, varnishing, enameling, and use of transfers, etc. Prerequisite: Industrial Education 11 or equivalent.

**Industrial Education 126A-B. Art Metal Work (2-2).**

This course gives training in making of useful and ornamental articles of brass, copper, silver, and Britannia metal. Emphasis is laid on appropriate design and fine execution.

**Industrial Education 127. Leather Work (2).**

This course includes the study of the manufacture of leather and its use in all of its more common applications. It embraces the common processes of shoe repair, and the methods of shoe making. It covers also such work as is involved in making of brief cases, purses, etc., with simple decorations and tooling.

**Industrial Education 128. Kindergarten Crafts (1).**

This course includes a study of the beginnings of the fine and industrial arts and their educational value and relationship to other subjects of the kindergarten-primary school. Constructive work in all materials as a medium of self-expression will include work with clay, plasticine, paper, cellophane, cardboard, reed, raffia, wood, cloth, textile, and natural and discarded materials.

**Industrial Education 129. Industrial Arts in Elementary Schools (2).**

A course designed for the purpose of introducing prospective elementary school teachers to study and manipulation in the various problems in industrial arts that have bearing upon the program of the school.

**Industrial Education 130. Electrical Construction (3).**

The object of this course is to acquaint the student with the standard methods of installing light and heat circuits in the home, and with fire underwriters regulations regarding the size and kind of wire and fixtures

to be used for different purposes. The course includes a study of the structure of the various types of electrical equipment used in the home, their care, repair and adjustment.

**Industrial Education 131. Radio Construction and Installation (2).**

A course designed to give practice in the construction of radio sets of various types, in connection with the study of fundamental principles of radio construction and installation. The course also includes a study of short-wave radio operation and installation.

**Industrial Education 132. Advanced Electrical Construction (3).**

This course is a continuation of course 130, involving further study of electricity, including courses of study and methods of teaching in this subject in public schools. Prerequisite: Industrial Education 130.

**Industrial Education 134. Fundamentals of Automotive Machinery (3).**

It is the object of this course to give the student his introductory grounding by actual contact, in the nature and construction of the various parts of the automobile. The major amount of time is devoted to a study of frames and springs, steering gears and front axles, rear axles and brakes, clutches and transmissions and universals. The material is introduced through lectures and the student's practical work is carried on in the shop through laboratory work. This laboratory work consists chiefly of assembling, taking down, and adjusting the various parts enumerated. The course includes also a rapid survey of the entire power plant in its relations to the other parts of the machine; but the intensive study of motor is deferred until the next course.

**Industrial Education 135. Internal Combustion Engines (3).**

This course is devoted to the study of the internal combustion engine as it is applied to the automobile, the tractor, and the stationary engine. The work consists chiefly in taking down, assembling, and testing of various types of motors and adjusting their parts for efficiency of operation as laboratory work which has been preceded by lectures preparatory to the processes. The course embraces the mechanical problems only, and not the electrical problems. Prerequisite: Industrial Education 134.

**Industrial Education 136. Automotive Repair (3).**

The work is done on live cars which need overhauling. Lecture work on typical troubles and their cure, and special instruction in the necessary mechanics will precede the actual laboratory work on the cars. Prerequisites: Industrial Education 134 and 135.

**Industrial Education 137. Advanced Automotive and Tractor Work (3).**

An advanced course in the study of the more intricate phases of automotive repair work, with special emphasis on the care and upkeep of the tractor, the truck, and the school bus. The electrical equipment of the car and the fuel vaporizing are studied, and attention is given to possible disorders in these systems.

The organization of the school shop for automotive work, the equipment necessary, and the methods of handling routine repair work are made

a definite part of this course. Prerequisites: Industrial Education 134, 135, 136.

**Industrial Education 138. Automobile Electrics (2).**

There are two branches of this course: electric service work and storage battery work. The electrical service work embraces the principles of electricity as applied to automobile and tractor ignition, starting and lighting equipment with the study of the construction of the necessary apparatus and its care and repair. The storage battery work includes principles of electricity and chemistry as applied to the storage battery, a study of the construction of storage batteries, methods of testing, equipment for charging, etc. Prerequisites: Industrial Education 134, 135.

**Industrial Education 139. Orientation Courses in Aeronautics (2).**

In this course the students are given an opportunity to learn the fundamental principles upon which the airplane is built and operated. The terminology of the mechanical phases of airplane construction is also studied, as are also the problems pertaining to commercial aviation and its possibilities. (Not offered in 1933-34.)

**Industrial Education 141. Vocational Education (2).**

This course is intended to orient the student in the history, present status, and modern problems of vocational education. Terminology is discussed, types of schools and varieties of courses are described, and the special place and function of each is presented. Emphasis is placed upon the California laws applying to vocational education and to State board regulations relating to those laws.

**Industrial Education 143. General Metal Shop (2).**

A course involving the method of organizing and managing the general metal shop in junior and senior high schools; combined with manipulative work in cold metal, forging, making simple patterns, molding, and metal casting. A number of projects of the type suitable for the public school is completed by each student. Prerequisite: Industrial Education 111. (Not given in 1933-34.)

**Industrial Education 144. The General Shop (2).**

A course covering planning, organization, and management of the general shop. A study is made of different types of general shops, scope of activities, and teaching methods. A large part of the time is spent in manipulative work covering suitable projects and processes for the general shop in public schools.

**Industrial Education 184. Administration of Vocational Education (2).**

A course dealing with the problems of administration of vocational education in its varied aspects. Study is made here of State and national provisions for subsidizing vocational classes of the various types of schools and classes that may be organized, of the qualification of teachers for the different types of programs, cooperation with labor and industry in apprenticeship training and in cooperative and other part-time classes. Attention is given to laws governing vocational programs, and to a study of successful programs now in operation. (Not offered in 1933-34.)



**Industrial Education 185. Part-Time Education (2).**

A course devoted to the study of the needs and purposes of part-time education in its various forms, the types of organization and instructional procedure suited to the part-time school, including the problems of occupational guidance, and coordination and placement. Special study is made of part-time school conditions in the State of California. (Not offered in 1933-34.)

**COURSES LISTED IN OTHER DEPARTMENTS FOR THE  
INDUSTRIAL EDUCATION STUDENTS****Economics 142 (I.E.). A Study of Occupations (2).**

See economics courses, page 125.

**Education 143. Educational and Vocational Guidance (3).**

See education courses, page 53.

**Education 190 (I.E.). Teaching Problems in Industrial Arts  
Education (3).**

See education courses, page 56.

**Education 191 (I.E.). Content and Materials in Industrial Arts  
Education (2).**

See education courses, page 57.

**Education 192 (I.E.). Directed Teaching in Industrial Arts (5).**

See education courses, page 57.

**Education 195A (I.E.) Organization, Objectives, and Supervision of  
Instruction in Industrial Education (3).**

See education courses, page 58.

**Education 195B (I.E.). Problems of Supervision in Industrial  
Education (3).**

See education courses, page 58.

**Mathematics 11. Applied Mathematics (2).**

See mathematics courses, page 95.

**Science 6. Shop Chemistry (3).**

See science courses, page 116.

# MATHEMATICS

---

Wm. W. Peters, M.A., M.S.

## LOWER DIVISION COURSES

### **Mathematics 1. College Algebra (3). First semester.**

Prerequisite:  $1\frac{1}{2}$  years of high school Algebra, Plane Geometry.

Theory of linear and quadratic equations, theory of logarithms with practice in numerical computation, binomial theorem, mathematical induction, progressions, permutations and combinations, probability, simple theory of finance, series.

### **Mathematics 2. Theory of Investment (3). Second semester.**

Prerequisite: Mathematics 1.

Simple and compound interest, annuities, stocks, bonds, cost depreciation, probability, insurance, and life annuities.

### **Mathematics 3A-B. Plane Analytic Geometry with Differential Calculus (3-3).**

Prerequisite: Plane Trigonometry and  $1\frac{1}{2}$  years of high school Algebra.

The straight line, circle, conic sections, equations of first and second degree, geometry of space, with study of limits, maxima and minima derivatives, differentials, rates, simple problems in integration.

### **Mathematics 5A-B. Surveying (3-3).**

Theory and use of the transit and level, mapping, contours, time determinations, triangulation.

### **Mathematics 10. Principles of Mathematics (3).**

Minimum essentials in business relationship; algebra and geometrical processes; review of fundamental operations, fractions, decimals, mensuration, solution of equation.

### **Mathematics 11. Applied Mathematics (2).**

In this course are studied the applications of mathematics to the problems arising in connection with shop and construction work of various kinds. The use of formulas, simple trigonometric functions, and tables of logarithms are included. Prerequisite to machine shop and automobile work.

### **Mathematics 12. Trigonometry (3).**

Plane and spherical trigonometry.

### **Mathematics 104A-B. Integral Calculus and Geometry of Space, Series (3-3).**

Integration, summation processes, areas, surfaces, volumes, limits, differential equations. Prerequisite: Mathematics 3A-B.



## MINOR IN MATHEMATICS

Lower Division-----	12 units
Mathematics 1—College Algebra -----	3 units
Mathematics 2—Theory of Finance-----	3 units
Mathematics 3A—Analytical Geometry -----	3 units
Mathematics 3B—Differential Calculus -----	3 units
Upper Division-----	6 units
Upper Division Mathematics Courses-----	6 units
	<hr/>
	18 units

# MUSIC

---

Helen M. Barnett, M.A.  
Clifford E. Leedy, B.Mus.

## LOWER DIVISION COURSES

**Music 1. Principles of Music (2).** First semester.

Required of all elementary and junior high school education students. A course in the fundamentals of singing, sight reading, and tone thinking.

**Music 3A-B. Harmony (3-3).**

Intervals and chords; harmonization in two, three, and four voices, to given bass and melody, including tonic, dominant, and subdominant chords and their substitutes. Prerequisite: Music 1.

**Music 5. Elementary Ear Training (2).**

**Music 6A-B; Music 6C-D. Voice (1-1).**

**Music 8A-B; Music 8C-D. Choral Music (1-1).**

Open to all students with good singing voices.

**Music 20A-B. Wind and String Instruments (1-1).**

## UPPER DIVISION COURSES

**Music 103A-B. Advanced Harmony (3-3).**

Modulation through common chord and common tone. Chromatic harmonies. Augmented chords. Two and three-part inventions. Prerequisite: Music 3A-B.

**Music 104A-B. History and Appreciation of Music (2-2).**

**Music 106A-B. Voice (1-1).**

**Music 108A-B. Choral Music (1-1).**

**Music 109A-B; Music 109C-D. Orchestra (1-1).**

Open to all students who have had experience in playing an orchestral instrument.

**Music 110A-B; Music 110C-D. Band (1-1).**

Open to all students who have had experience in playing a band instrument.

**Music 112. Music Appreciation for Kindergarten-Primary Grades.**

A study of elementary rhythm, form, melodic beauty and moods in music, suitable to these grades. Discussion of the rhythm orchestra and creative music.

**Music 113. Music for Plays, Festivals and Pageants.**

A wide variety of music material, suitable for all types of entertainment, will be examined and tried out.

**Music 120A-B. Conducting (1-1).****Music 123A-B. Advanced Harmony. (Not offered in 1933-1934.)****Education 190 (Music K.-P.). Kindergarten and Primary Music Methods.**

Required of all kindergarten-primary students.

**Education 190 (Music Elem.-J. H.). Music Education (2).**

Required of elementary-junior high education students. Prerequisite Music 1. (See Education Courses, page 56.)

**MUSIC MINORS****Public School Music.**

	Units
Lower Division-----	12 units
Prerequisite: Ability to sing a simple song.	
Music 1—Principles of Music-----	2
Music 6A-B—Voice -----	2
Music 3A-B—Elementary Harmony -----	6
Music 5—Elementary Ear Training-----	2
Upper Division-----	8 units
Music 101—Music Education -----	2
Music 108A-B—Choral Music -----	2
Music 104A-B—History and Appreciation of Music-----	4

**Orchestra and Band Instruments.**

Lower Division-----	12 units
Prerequisite: Ability to play a stringed or wind instrument.	
Music 1—Principles of Music-----	2
Music 3A-B—Elementary Harmony -----	6
Music 20A-B—Wind and String Instrument Class-----	2
Music 5—Elementary Ear Training-----	2
Upper Division-----	12 units
Music 103A-B—Advanced Harmony -----	6
Music 109A-B—Orchestra -----	2
Music 120A-B—Conducting -----	2

**Kindergarten-Primary Music.**

Lower Division-----	12 units
Prerequisite: Ability to play simple songs and marches, and to sing in tune.	
Music 3A-B—Elementary Harmony -----	6
Music 6A-B—Voice -----	2
Music 1—Principles of Music-----	2
Music 5—Elementary Ear Training-----	2

Upper Division	Units	
Education 190 (Music K.-P.)—Kindergarten-Primary Music	2	6 units
Music 108A—Choral Music	1	
Music 112—Music Appreciation for Kindergarten-Primary and Kindergarten-Elementary	2	
Music 113—Music for festivals, plays and pageants	1	

# PHYSICAL EDUCATION DEPARTMENT

## MEN AND WOMEN

Harold McDonald Davis, M. A.—Director, Department of Physical Education for Men and Women; Coach football, basketball, tennis.  
 Winifred Weage Hodgins, M.A.—Director of Physical Education for Women.  
 Leon Trimble, B.A.—Director Intramural Activities, Coach track, baseball, Assistant Coach Football, basketball.  
 Gladys Van Fossen, M.A.—Director Intramural Activities for Women; Assistant in Department.  
 Gertrude Hovey (Part-time)—Instructor Girl Scout Activities.  
 Calvin McCray, B.A. (Part-time)—Instructor, Boy Scout Activities.

The department of physical education in this college is serving the students in three ways: *first*, it is offering those activity courses which are desirable during their college life and also activities which have recreational value for the remainder of their life; *secondly*, it is offering courses for those students who wish to make the profession of physical education their life work; and *thirdly*, it is preparing all students so that they will be able to teach fundamentals of their activities and arrange the programs which are desirable for kindergarten, elementary school, junior and senior high school.

**Fines** are imposed for each formal transaction necessitated by failure of the students to comply with the regulations of the department as follows:

a. Failure to meet appointments for physical examination or efficiency tests -----	\$1 00
b. Failure to enroll for physical education on or before the date posted for enrollment-----	1 00
c. Failure to return equipment or clothing on or before the date posted for such return at the end of each semester, sport season or special session of the college, for each 24 hours until the full purchase price of the article has been reached (per day)-----	1 00
d. Failure to return athletic supplies (balls, bats, etc.) on the date of issue, for each 24 hours until the full purchase price of the article has been reached-----	1 00

### 1. Requirements for all College Students.

- A medical examination** is required of every student enrolled in the college. Every student in regular standing is required to enroll in *some physical education course during each of his eight semesters in college*. Students recommended *restricted activity* by the medical examiner will be assigned to individual work under the course *Individual Adaptations*. (Physical Education 53 for men, Physical Education 8 for women.)



- b. **Four units of physical education**, taken at the rate of one-half unit per semester throughout the four years of the college course.

There is a definite dividing line between the lower and upper divisions in the physical education department requirements. The work of the lower division is *required* to be taken in prescribed courses, while the work of the upper division is more or less elective.

**For Men.**—The lower division requirement for the first three semesters may be met by either Physical Education 51A, B, C, or any of the intercollegiate sports in Physical Education 60-66. The fourth semester's requirement for all men is Physical Education 52.

In upper division, the work is elective. Upon completion of the lower division requirements and the passing of proficiency tests in Groups A and B, the student may elect any activity in these groups:

Physical Education 160A-B, Physical Education 161A-B.

**Group A.**

1. Boxing or wrestling
2. Swimming

**Group B.** (Choice of any two.)

- |             |                                 |
|-------------|---------------------------------|
| 1. Tennis   | 4. Archery                      |
| 2. Golf     | 5. Squash                       |
| 3. Handball | 6. Boating (sail, power, canoe) |

**For Women.**—The lower division requirement for the first three semesters is met by Physical Education 1A, B, C. The fourth semester course Physical Education 2A is required of all women.

In the upper division, the work is elective. Upon completion of the lower division requirements and the passing of proficiency tests in Groups A and B, the student may elect any activity in these groups: Physical Education 160A-B, Physical Education 161A-B.

**Group A.**

Swimming

**Group B.** Skill in any two of the following:

- |            |                                     |
|------------|-------------------------------------|
| 1. Tennis  | 5. Horseback Riding                 |
| 2. Archery | 6. Handball, Horseshoes, Badminton, |
| 3. Boating | Deck Tennis, Shuffleboard           |
| 4. Golf    | 7. Dancing                          |

**Requirements for Graduation with a Major in Physical Education.**

Students may obtain simultaneously a B.A. degree with a major in physical education, the special secondary credential in physical education, and a general junior high school credential.

The special secondary credential in physical education enables the student to obtain positions in elementary, junior high and senior high schools, and special positions in the recreation or coaching fields.

**General requirements.**

Candidates for degrees with a major in physical education must fulfill all the State board and institutional requirements which are set forth on pages 29-37.

**Special requirements.**

Students desiring to specialize in the field of physical education must be physically sound, and believe in and demonstrate the highest type of leadership.

**Units in physical education.**

**Maximum**—Not more than 50 units of the 124 required for graduation may be taken in physical education courses.

**Upper division**—Not more than 30 units of upper division courses taken in physical education after entering the upper division will be counted toward the B.A. degree.

**Minors.**

One of the following minors must be selected:

- |                   |                         |
|-------------------|-------------------------|
| 1. Art            | 5. Industrial Education |
| * 2. English      | 6. Music                |
| * 3. History      | * 7. Science            |
| 4. Home Economics |                         |

**Senior transfers.**

Students with senior standing at the time of admission to the college by transfer from other institutions, must complete 24 units in residence, 18 of which must be in upper division courses, including at least 12 units in physical education.

**Lower division requirements.**

**Men and Women.** (42 or 46 units.)

1. Requirements from departments other than major department.

Physical education majors must fulfill the standard lower division requirements for all candidates for a degree or credential in this college. The student should study the section on lower division, pages 33-34, and consult his adviser as to desirable choices among the offerings in each field.

2. Requirements from major department.

MEN (27 units)	WOMEN (11½ units)
Physical Education 54	Physical Education 11-18
Physical Education 55	Physical Education 2B
Physical Education 56	Physical Education 42
Physical Education 42	
Physical Education 70-76	

---

\* Starred fields are recommended for minors. For the specific requirements in each, see the several departments.

**Upper division requirements.****Men and Women.**

1. Requirements from departments other than the major. (19 units.)  
 Education 173  
 Education 174A-B  
 Education 175  
 Education 177  
 Education 137  
 Education 191 (junior high)  
 Education 192 (junior high)  
 Education 192 (physical education)
2. Requirements from major department.

**MEN (17 units)**

Physical Education 109A-B  
 Physical Education 150  
 Physical Education 151  
 Physical Education 152  
 Physical Education 153  
 Physical Education 170-176

**WOMEN (26 units)**

Physical Education 113-119  
 Physical Education 121  
 Physical Education 122  
 Physical Education 130  
 Physical Education 150  
 Physical Education 151  
 Physical Education 174

**Credential requirements.**

Interpretation of the requirements for the special credential in physical education in terms of the courses offered in this college is as follows:

1. Minimum 16 unit academic requirement is covered in the required courses for the group major.
2. Education requirements covered by the required courses Education 57, 173, 174A-B, 175, 177, 137.

Principles, methods and practice of teaching covered by Education 191, junior high; 192, junior high, and 192 Physical Education.

Recommended courses in education—Education 117, 139, 178.

3. Special requirement of 15 semester hours selected from four of the following fields:

Biology	Physiology	Psychology
Anatomy	Hygiene	Sociology
	Chemistry	

This requirement is satisfied by all students completing the group major. See following list required in group major.

	Units
Science 60A-B -----	10
Science 50A (Anatomy) -----	3
Science 50B -----	3
Psychology 1 -----	3
Chemistry 1A-B or 2A-B -----	6 or 10

(This may be substituted for Science 60A-B.)

4. A minimum of 24 semester hours chosen from at least seven of the following:
- Principles of Physical Education.
  - Technique of Teaching Activities.
  - Administration of Physical Education.
  - Kinesiology (Applied Anatomy).
  - Applied Physiology (Physiology of Exercise).
  - Activities of Physical Education.
  - Community Recreation.
  - Individual Program Adaptations (Corrective Program Adaptations).
  - Physical Education Tests and Measurements.
  - Health Education.
  - Growth and Development of Children. (See education courses, page 55.)
5. **Group majors.**—The following courses are offered at Santa Barbara. Twenty-six units chosen from the starred items are required in satisfaction of the group major.

	Unit
*a. Physical Education 150_____	3
*b. Physical Education 170-176_____	2
Physical Education 113-119_____	2
*c. Physical Education 152_____	3
* Physical Education 130_____	3
*d. Physical Education 42_____	2
*e. Physical Education 54_____	1
Physical Education 55_____	1
Physical Education 56_____	3
Physical Education 70-76_____	1
Physical Education 11-18_____	1
*f. Physical Education 109A-B _____	3
*g. Physical Education 122_____	3
* Physical Education 153_____	3
*h. Physical Education 151_____	2
i. Physical Education 41_____	2
j. Education 177_____	2

## SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN PHYSICAL EDUCATION FOR MEN

### JUNIOR YEAR

First Semester	Units
Education 177—Growth of the Child-----	2
Education 174A—Principles of Junior High School-----	3
Education 175—Educational Psychology-----	3
Physical Education 109A—Scoutercraft-----	1
Physical Education 170—Technique of Teaching Football-----	2
Physical Education 171—Technique of Teaching Basketball-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 70, 71, 75-----	1
Electives-----	3

Second Semester	17
Education 191JH—Introduction to Teaching-----	2
Education 174B—Junior High School Procedure-----	3
Education 192PE—Directed Teaching-----	2
Physical Education 109B—Scoutcraft-----	1
Physical Education 150—Principles of Physical Education-----	3
Physical Education 173—Technique of Teaching Track-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 72, 73, 74, 75, 76-----	1
Electives-----	3

### SENIOR YEAR

First Semester	17
Education 173—Secondary Education-----	2
Education 192JH—Directed Teaching-----	2
Physical Education 153—Individual Program Adaptations-----	3
Physical Education 174—Technique of Teaching Tennis-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 70, 71, 75-----	1
Electives-----	7

Second Semester	17
Physical Education 152—Administration and Organization of Physical Education-----	3
Education 137—Educational Statistics-----	2
Education 192PE—Directed Teaching-----	2
Physical Education 172—Technique of Teaching Baseball-----	2
Physical Education 175—Technique of Teaching Swimming-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 72, 73, 74, 75, 76-----	1
Electives-----	5

## SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN PHYSICAL EDUCATION FOR WOMEN

### JUNIOR YEAR

#### First Semester

	Units
Education 174A—Principles of Junior High School.....	3
Education 175—Educational Psychology .....	3
Education 177—Growth of the Child.....	2
Physical Education 111—Advanced Folk and Clog Dancing.....	1
Physical Education 113—Technique of Hockey and Basketball.....	2
Physical Education 117—Technique of Teaching Swimming.....	2
Electives .....	3

16

#### Second Semester

Education 174B—Junior High School Procedure.....	3
Education 192—Directed Teaching .....	2
Education 191—Introduction to Teaching Junior High.....	2
Physical Education 112—Natural Dancing .....	1
Physical Education 114—Technique of Volleyball and Baseball.....	2
Physical Education 121—Physical Examination .....	1
Physical Education 150—Principles of Physical Education.....	3
Electives .....	2

16

### SENIOR YEAR

#### First Semester

Education 173—Secondary Education .....	2
Education 192—Directed Teaching .....	2
Physical Education 115—Technique of Soccer and Speedball.....	2
Physical Education 119—Technique of Teaching Archery.....	2
Physical Education 122—Theory Individual Program Adaptations.....	3
Physical Education 174—Technique of Teaching Tennis.....	2
Electives .....	2

15

#### Second Semester

Education 137—Educational Statistics .....	2
Education 192—Directed Teaching .....	2
Physical Education 116—Technique of Teaching Gymnastics.....	2
Physical Education 118—Technique of Teaching Dancing.....	2
Physical Education 130—Administration of Physical Education.....	3
Electives .....	5

16



## MINOR IN PHYSICAL EDUCATION

A minor for students who are majoring in other departments and who wish to minor in the department of physical education is as follows:

	Units
<b>Minor in Men's Physical Education</b> -----	18
Lower Division-----	9
Physical Education 56-----	3
Six units selected from any four of the following-----	6
Physical Education 54-----	1
Physical Education 55-----	1
Physical Education 70-76 each-----	1
Upper Division-----	9
Education 192 (Physical Education)-----	2
Physical Education 150-----	3
Physical Education 152-----	2
Education 177-----	2
<b>Minor in Women's Physical Education</b> -----	18
Lower Division-----	6
Physical Education 1A, B-----	1
Physical Education 2A, 2B-----	1
Physical Education 18-----	1
Physical Education 14-----	1
Physical Education 13 or }-----	2
Physical Education 21 or 22 or 23 }	
Upper Division-----	12
Physical Education 118-----	2
Physical Education 160A-B-----	1
Physical Education 161A-B-----	1
Physical Education 130-----	3
Physical Education 150-----	3
Education 192 (Physical Education)-----	2

**DESCRIPTION OF PHYSICAL EDUCATION COURSES****MEN—LOWER DIVISION COURSES****Physical Education 41. Health Education (1).**

One period per week will be devoted to health education lecture. These lectures will deal with the various aspects of personal hygiene, community hygiene, school hygiene, physical examinations and problems of the teacher in securing the health attitude of the child; the relation of nutrition to health and the importance of the "Safety First" education. Fall semester.

**Physical Education 42. Kinesiology (2). (Open to men and women.)**

This is the scientific study of bodily movement. It includes instruction in the principal types of muscular exercise, with discussion as to how they are performed and their relation to the problems of bodily development and bodily efficiency. Prerequisite: Physiology 50A.

**Physical Education 51A. Prescribed Physical Education for Freshmen Men ( $\frac{1}{2}$ ).**

Marching tactics, class formations, elementary apparatus drill, fundamentals of football and basketball. Fall semester.

**Physical Education 51B. Elementary Drill in Tumbling and Stunts; Fundamentals of Baseball and Track ( $\frac{1}{2}$ ).**

Spring semester.

**Physical Education 51C. Fundamentals of Speedball, Soccer, Volleyball, Handball, Indoor or Playground Ball and Group Games ( $\frac{1}{2}$ ).**

Fall semester.

**Physical Education 52. Teaching Methods and Class Organization of Physical Education Activities ( $\frac{1}{2}$ ).**

Class procedure and theory of fundamental activities covered in 51A, B, C. Outlines of programs and arrangement of model lessons for different age groups. Prerequisites: 51A, B, C. Spring semester.

**Physical Education 53. Individual Adaptations and Health Education ( $\frac{1}{2}$ ).**

Required course for those who are assigned to limited activity. The correction of physical abnormalities, treatment of faulty posture, curvatures, weak feet and arches, heart disturbances, overweight and underweight. Fall and spring.

**Physical Education 54. Boxing (1).**

Theory and art of self-defense; teaching of offense and defense; instruction in footwork, position of body, feinting, development of different leads, blows, and guard position. Spring semester.

**Physical Education 55. Wrestling (1).**

Modern and scientific methods; the value of wrestling as training for other sports. Methods of offense and defense; mat generalship. Spring semester.

**Physical Education 56. The Teaching of Gymnastics and Mass Athletics (3).**

Mass tactics in physical education and athletics; methods of class organization and instruction in the conduct of formal work. Elementary marching tactics such as are necessary to facilitate movements in class formations. Value of relays, stunts, tumbling, apparatus in handling different age groups in gymnasium, picnics, etc. Fundamentals of volleyball, handball, badminton, etc. Fall semester.

**Physical Education 70. Football (1).**

Intercollegiate teams, practice, competition. Fall semester.

**Physical Education 71. Basketball (1).**

Intercollegiate teams, practice, competition. Fall semester.

**Physical Education 72. Baseball (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 73. Track (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 74. Tennis (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 75. Swimming (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 76. Golf (1).**

Intercollegiate teams, practice, competition. Spring semester.

**MEN—UPPER DIVISION COURSES****Physical Education 102. Community Recreation (2). (Open to men and women.)**

Theory and practice in industrial, school, rural, and adult recreation; playground management and administration. Special programs, leadership of community recreation centers. Presentation of material for above recreation organizations and its use. (Not offered in 1933-1934.)

**Physical Education 109A. Scoutcraft (Elementary) (1).**

A course intended to familiarize the student with the Boy Scout organization, its objectives and its organization. Actual participation in Scout tests, measurements, and leadership. Assigned readings and problems, together with hikes and field work. Fall semester.

**Physical Education 109B. Scoutcraft (Advanced) (1).**

Continuation of course 109A, in which merit badge work and more advanced aspects of scouting will be studied. Lectures relating scoutcraft to present-day educational objectives. Each student assigned to a local troop as an assistant scoutmaster. Spring semester.

**Physical Education 150. Principles of Physical Education (3).**

A course dealing with educational principles of physical education and their relationship to other educational subjects and to life. Relation of basic principles of physical education to economic, political, and social life. A study of the modern trend in physical education tests and measurements. Spring semester.

**Physical Education 151. Tests and Measurements in Physical Education (1).**

History and development. Types of tests and their aims. Need for and use of physical tests. Classification, placements and administration of physical tests. How to build a test. Prerequisite: Education 137. Spring semester. (Not given in 1933-1934.)

**Physical Education 152. Administration of Physical Education in Secondary Schools (3).**

Studying the problems involved in a department of physical education in junior and senior high schools. Organization of conferences or leagues; organization of departments in different sized high schools; details such as paper forms, tickets, budgets, buying, managing trips; the correlation of athletic and academic departments. Intramural organization. Medical examinations. Prerequisite: Physical Education 150. Spring semester.

**Physical Education 153. Individual Program Adaptations (3).**

A teachers' course on how to detect, diagnose, and treat physical abnormalities. Theory of individual and group instruction. Theory and practice of prevention and correction of physical abnormalities among school children and adults. Theories of massage, conditioning, first aid for athletic injuries. Heating appliances and the application of heat; taping and bandaging. Prerequisite: Physiology, Anatomy, Kinesiology. Fall semester.

**Physical Education 160A-B. Junior Elective Activity ( $\frac{1}{2}$ ).**

Prerequisite: Lower division requirements and passing of proficiency tests. Boxing, Wrestling, Swimming, Tennis, Golf, Handball, Archery, Squash, Boating, Diving. Both semesters.

**Physical Education 161A-B. Senior Elective Activity ( $\frac{1}{2}$ ).**

Prerequisite: Lower division requirements and passing of proficiency tests. Boxing, Wrestling, Swimming, Tennis, Golf, Handball, Archery, Squash, Boating, Diving. Both semesters.

**Physical Education 170. Technique of Teaching Football (2).\***

Practice and theory on the field. Individual instruction and practice on each position in backfield and line play, offense and defense. Emphasis on individual play, not on team play. Complete systems of defense and offense, together with correct method of playing each position. Study of different systems. East, West, South, and Middle West. Generalship, signal systems, scouting and rules, all studied from the coach's viewpoint. Fall semester.

**Physical Education 171. Technique of Teaching Basketball (2).\***

Practice and theory of individual play. Basic fundamentals, passing, shooting, dribbling, stops, turns, etc. Theory of coaching basketball; fundamentals, various offensive and defensive systems, team organization, training and handling of men will be studied from the coach's viewpoint. Fall semester.

**Physical Education 172. Technique of Teaching Baseball (2).\***

Theory and practice in batting, fielding, base running, and pitching. Fundamentals, team work, coaching, physical condition, and methods of indoor or early practice. Theory practiced under game conditions. Team organization, training and handling of men will be studied from the viewpoint of the coach. Spring semester.

**Physical Education 173. Technique of Teaching Track (2).\***

Theory and practice in the fundamentals of all track and field events; adaptation to individual peculiarities; rules of competition, and the study of physical condition and its relation to endurance. The promotion, management, and officiating of games and meets. History of track and the Olympic games. Spring semester.

**Physical Education 174. Technique of Teaching Tennis (2). (Open to men and women.)**

Fundamentals and methods of teaching and playing tennis. Ground and volley strokes. Forehand and backhand drives, forehand and backhand volleys, service, overhead, etc. Singles and doubles play. How to organize and manage tennis meets. Court construction and care. Fall semester.

**Physical Education 175. Technique of Teaching Swimming (2).**

Elementary swimming and diving, breast, side, trudgeon, crawl, and back strokes. Red Cross life saving and resuscitation. Course is planned not only to teach student to swim the various strokes, but also to be able to teach all the strokes. Spring semester.

**Physical Education 176. Technique of Teaching Golf (2).**

Instruction through demonstration and student participation supplemented by theoretical discussion of the different strokes. Instruction in the rules and regulations of the game. Organization and administration of tournaments. (Not given in 1933-1934.)

**Education 192 (P. E.). Directed Teaching (2-2).**

See education courses, page 57.

---

\* Credit not given in these courses unless student is taking or has had P. E. 70, 71, 72, 73, respectively.



**WOMEN'S PHYSICAL EDUCATION****LOWER DIVISION COURSES****Physical Education 1A-B. Physical Education Activities for Freshmen Women ( $\frac{1}{2}$ - $\frac{1}{2}$ ).**

A course giving simple technique and skill in:

Fall semester—Free exercises, stunts, running and team games, sports, as soccer, speedball, hockey, basketball.

Spring semester—Free exercises, dancing, games, sports, as volleyball and baseball.

**Physical Education 2A. Physical Activities for Sophomore Women ( $\frac{1}{2}$ ).**

Simple technique and skill in dancing, stunts, games, sports, as soccer, basketball. Fall semester.

**Physical Education 2B. Theory and Practice in the Organizing and Leading of Groups in Activity ( $\frac{1}{2}$ ).**

Prerequisite: 1A, B, 2A. Spring semester.

**Physical Education 8. Individual Program Adaptation ( $\frac{1}{2}$ ).**

Students physically unable to enter regular classes may substitute this course. It is recommended that regular work be resumed as soon as possible. Either semester.

**Physical Education 11A-B. Activity for Freshman Physical Education Majors (1-1).**

Sports: Games of low organization; elementary folk dancing.

Fall semester—Hockey, basketball.

Spring semester—Volleyball, baseball.

This course alternates with Physical Education 12A-B. Course 11A-B and 12A-B are intended to give the students opportunity to acquire skill in the activities included. (Not given in 1933-34.)

**Physical Education 12A-B. Activity for Sophomore Physical Education Majors (1-1).**

Sports: Games of low organization; elementary clog dancing.

Fall semester—Soccer, speedball.

Spring semester—Archery, handball, horseshoe pitching, tennis.

**Physical Education 13. Gymnastic Activities (1).**

This includes practice in apparatus, free exercise, marching, pyramid building, stunts and tumbling. Spring semester.

**Physical Education 14. Elementary and Intermediate Swimming (1).**

Fall semester.

**Physical Education 15. Scouting (1).**

Girl Scout leadership course, conducted by a leader from the Girl Scout organization. Fall semester.



**Physical Education 21. Hockey and Basketball ( $\frac{1}{2}$ ).**

Practice and class competition. Fall semester.

**Physical Education 22. Volleyball and Baseball ( $\frac{1}{2}$ ).**

Practice and class competition. Spring semester.

**Physical Education 23. Soccer and Speedball ( $\frac{1}{2}$ ).**

Practice and class competition. Fall semester.

**Physical Education 42. Kinesiology (2).**

For description, see physical education courses for men, page 108.

**UPPER DIVISION COURSES****Physical Education 113-19. Technique of Teaching Sports (2 units each).**

115. Soccer, speedball. Fall semester.

114. Volleyball, baseball. Spring semester.

119. Archery, handball, horseshoe. Fall semester.

117. Swimming. Fall semester.

113. Hockey, basketball. Fall semester.

116. Gymnastic activities. Spring semester.

118. Dancing. Spring semester. Prerequisite: 17 and 18.

In each course a brief historical review of the particular activity is given, an analysis of fundamentals, methods of officiating with opportunity for practice, care of equipment, and discussion of other problems relative to each situation. Prerequisite: Skill in the particular sport.

**Physical Education 121. Physical Examinations (1).**

A laboratory course applying the theories of examination with discussion of problems which arise from actual situations. Prerequisite, or parallel, Education 177. Spring semester.

**Physical Education 122. Theory of Individual Program Adaptation (3).**

A study of the physical conditions and deviations found in schools and methods of correction, or adaptation of the activity to the individual's need. Fall semester.

**Physical Education 130. Administration of Physical Education (3).**

Problems of organization and administration of physical education for women. Spring semester.

**Physical Education 150. Principles of Physical Education (2).**

For description, see physical education for men, page 110.

**Physical Education 151. Tests and Measurements in Physical Education (2).**

For description, see physical education for men, page 110. (Not given in 1933-34.)

**Physical Education 160A-B. Junior Elective Activity ( $\frac{1}{2}$ -1).**

In the junior year the following two tests are given and must be passed before the privilege of election may be secured:

A—Swimming.

B—Skill in any two of the following:

Tennis

Golf

Archery

Horseback riding

Boating

Dancing

Combination of deck tennis, badminton, handball,  
horseshoe pitching, shuffleboard.

**Physical Education 161A-B. Senior Elective Activity ( $\frac{1}{2}$ -1).****Education 192 (Physical Education). Directed Teaching (2-2).**

Two additional units of directed teaching are required in the minor.  
See courses in education, page 57.

# PSYCHOLOGY AND PHILOSOPHY

---

## PSYCHOLOGY

Elizabeth L. Bishop, Ed.D.

### Psychology 1. General Psychology (3).

A beginning course in general psychology which aims to introduce the student to the methods and techniques of psychological study, and to current theories concerning basic psychological principles. Lectures, demonstrations, class discussions and recitations are used.

Given in the sophomore year. A college course in biological science, preferably physiology, is strongly recommended as prerequisite. Offered fall and spring semesters.

### Psychology 10A-B. Applied Psychology (3-3).

An elective course will be offered in alternate years covering some applied aspects of psychological principles. Animal psychology, social psychology, business psychology, are suggested as types of work which will from time to time be offered. Prerequisite: Psychology 1, or equivalent. (Not offered in 1933-34.)

## PHILOSOPHY

Lewis C. Carson, Ph.D.

### Philosophy 4A. History of Philosophy (3).

The development of philosophical ideas from the early Greek period to Neo-Platonism.

The two courses in the history of philosophy are intended to be taken in succession, but either may profitably be taken by itself. They are designed to give the student some grasp on fundamental philosophical problems and to aid him in adjusting himself to his physical, mental, and social environment.

### Philosophy 4B. History of Modern Philosophy (3).

The course of philosophic thought from the beginning of the Christian era down to modern times. See note under Course 4A.

## SCIENCE DEPARTMENT

---

Hazel Severy, M.A.  
Earl Walker, M.A.  
William Peters, M.A.  
Agnes G. Plate, M.A.  
Harrington Wells, M.A.

### PHYSICAL SCIENCE

### CHEMISTRY

#### LOWER DIVISION COURSES

##### **Science 1A-B. General Inorganic Chemistry (3-3).**

Comprising a systematic treatment of elementary principles and of the properties of the more important elements and their compounds. Open to all students.

Two lectures and one laboratory period a week.

##### **Science 2A-B. General Inorganic Chemistry (5-5).**

Prerequisite: Any two of the following: high school chemistry, physics, trigonometry or grade of "A" in high school chemistry.

Three lectures and two laboratory periods a week.

##### **Science 5A-B. Organic Chemistry (3-3).**

Prerequisite: 1A and 1B or 2A and 2B.

Study of different carbon series, fats, carbohydrates, proteins, benzene compounds, and dyes.

Two lectures and one laboratory period a week.

Prerequisite: Six units of inorganic chemistry in college.

##### **Science 6. Shop Chemistry (3).**

This course will include an elementary study of the reactions involved in the production and use of such materials as metals, alloys, building materials, paints, oils, cement, fuels, etc. For students in industrial education who have credit in Chemistry 1A or 2A.

Two lectures and one laboratory period a week.

## UPPER DIVISION COURSES

### **Science 100. Physiological Chemistry (3).**

Study of the chemical composition and action of the tissues and secretions of the human body, the digestion of foods and the elimination of waste products. Open to students who have completed Courses 1 or 2 and 5.

Two lectures and one laboratory period a week.

### **Science 101A-B. Food and Textile Chemistry (2-2).**

Prerequisite: Course 1 or 2 and 5.

This course takes up the physical and chemical laws, composition and purity of foods and textile fibers.

Two lectures and one laboratory period a week.

### **Science 102. Advanced Textile Chemistry (2).**

Not given in 1933-34.

### **Science 103. Science of Dyes and Dyeing (2).**

One lecture and one laboratory period a week.

### **Science 105A-B. Quantitative Analysis (3-3).**

Introductory training in the methods of quantitative analysis of various materials, acids, bases, salts, alloys, and minerals. Open to those who have completed Courses 1A, 1B, and 5A or 2A and 2B.

One lecture and two laboratory periods per week.

### **Science 115. Science for Junior High School (3).**

Covers the different phases of junior high school general science; includes study of subject matter, sources of subject matter, use of field and laboratory work, equipment and texts.

Prerequisites: 6 units of physics, 3 units of chemistry and 3 units of biological science.

### **Science 180. Advanced Problems in Physical Science (1-3).**

Hours and credit by arrangement.

## PHYSICS

## LOWER DIVISION COURSES

### **Science 20A-B. General Physics (3-3).**

Prerequisites: High school physics or chemistry, trigonometry; 1½ years, high school algebra.

Definitions, conversion factors, problems, formulae covering mechanics, molecular physics, heat, and sound.

## UPPER DIVISION COURSES

### **Science 121. Advanced Physics (3).**

Electricity, magnetism, sound, and light.

Two lectures and one laboratory period per week.

Prerequisites: Science 20A-B, 2A-B.

**BIOLOGICAL SCIENCE****LOWER DIVISION COURSES****Science 40A-B. General Botany (4-4).**

Fundamentals of the morphology and physiology of seeds, roots, stems, leaves, flowers, and fruits. An introduction to the principles of plant taxonomy. Lectures, laboratory and field work in close correlation.

Two lectures and two laboratory periods a week.

**Science 50A-B. Elementary Physiology (3-3). Science 50A (Anatomy).**

A general study of the structure and functions of the body with special reference to muscles, nervous system, sense organs, circulation, respiration, digestion, excretion, and metabolism. Designed for students in physical education, industrial education, and those desiring to major in physiology. Prerequisites: For majors in physiology—chemistry or physics; preliminary work in biological science is recommended. For students from other departments—chemistry, physics and biological science are recommended.

Two lectures and one laboratory period per week.

**Science 51A-B. Elementary Physiology and Bacteriology (3-3).**

An elementary course designed for home economics students. It includes a general study of the structure and functions of the body as in the course 50A-B. The work is so arranged that in addition to physiology the second semester includes nine weeks of bacteriology. During this time a brief consideration of the morphology and physiology of the more important types of nonpathogenic yeasts, molds, and bacteria is undertaken, together with practice in the laboratory technique necessary for such study. Especial attention will be given those organisms concerned with dairy and food bacteriology, soil fertility, sanitation, etc. Preliminary courses in chemistry and biological science are recommended.

Two lectures and one laboratory the first semester, and one lecture and two laboratories the second semester.

**Science 60A-B. General Zoology (5-5).**

The study of representatives of the principal groups of animals. Lectures, laboratory, museum and field work. A thorough foundation in the classification, structure, ecology, and economic importance of animal types.

Three lectures and two laboratory periods a week.

**Science 65. Introductory Zoology (3).**

A practical general survey of the animal kingdom, emphasis being laid upon types of economic and civic importance.

Two lectures and one laboratory period per week. Spring semester.



## UPPER DIVISION COURSES

### **Science 150. Advanced Physiology (3).**

A laboratory course which treats the functions of the body in greater detail than was possible in the elementary course 50A-B. Special emphasis will be given the fundamental phenomena and their interpretation. The plan of the course will be flexible to meet the needs and interests of the students. Prerequisite: 50A-B. Previous courses in chemistry or physics.

One laboratory and two lecture periods per week. Fall semester.

### **Science 155. Bacteriology (3).**

A laboratory and lecture course covering the morphology, physiology and methods of handling microorganisms. Representatives of the most important forms of bacteria, yeasts, and molds will be studied with emphasis on their relationship to soil fertility, dairy products, sanitation, and industries. The importance and nature of pathogenic forms in disease reduction will be considered. Prerequisite: One or more courses in biological science and a knowledge of chemistry.

One lecture and two laboratory periods per week. Spring semester.

### **Science 160. Nature Study (3).**

The biological phases of the kindergarten and elementary curricula. Correlation of subject matter and grade continuity of science instruction, sources of material, laboratory technique, and field ecological studies are among the topics of investigation.

Recommended for students desiring a minor in biological science, as well as for kindergarten-primary and elementary teachers-in-training.

Prerequisites:

1. Biological minor group—either Botany 40A-B or Zoology 60A-B.
2. Teacher-training group—Botany 40A, Physiology 50A, and Zoology 65.

Three lecture periods per week. Spring semester.

### **Science 170. Principles of Biology (3).**

An advanced course. The distribution, behavior, characteristics, and evolution of plants and animals, including man; leading to generalizations of biological theory and principle. Lectures, museums, and individual field investigations. Open to students who have had a year's work in botany, zoology or physiology.

Three lecture periods a week. Fall semester.

### **Science 181. Advanced Problems in Biological Science (1-3).**

Hours and credit by arrangement.

## MINORS IN SCIENCE

## Zoology \*

	Units
Lower Division-----	14 units
Zoology 60A-B-----	10
Botany 40B-----	4
Upper Division-----	6 units
Science 160-----	3
Science 170-----	3

## Botany \*

Lower Division-----	11 units
Botany 40A-B-----	8
Zoology 65-----	3
Upper Division-----	6 units
Science 160-----	3
Science 170-----	3

## Physiology

Lower Division-----	12 units
Science 1A—General Inorganic Chemistry-----	6
Science 50A-B—Physiology-----	6
Upper Division-----	6 units
Science 150—Advanced Physiology-----	3
Science 170—Principles of Biology, or	
Science 155—Bacteriology-----	3

## Chemistry

Lower Division-----	12 units
Science 1A-B—General Inorganic Chemistry, or	
Science 2A-B—General Inorganic Chemistry-----	6
Science 5—Organic Chemistry-----	6
Upper Division-----	7 units
Science 100—Physiological Chemistry, or	
Science 105A—Quantitative Analysis-----	3
Science 101A—Food Chemistry-----	2
Science 101B—Textile Chemistry-----	2

\* These minors are set up on the assumption that the student has had chemistry or physics in high school. Students who do not present credit in high school chemistry or physics will, in addition to the lower division requirements outlined above, complete Science 1A, *Elementary Inorganic Chemistry*, 3 units, or Science 20A, *Elementary Physics*, 3 units.

Minor—General Science for Junior High School

	Units
Lower Division.....	12 units
Science 20A-B—Physics .....	6
Science 1A—Chemistry .....	3
Science 50A—Physiology .....	3
Upper Division.....	6 units
Science 115—Science for Junior High School.....	3
Science 121—Advanced Physics .....	3

Suggested Program in Natural Science for Kindergarten-Primary and  
Elementary Teachers-in-Training

First year—Botany 40A, fall semester; Zoology 65, spring semester.  
 Second year—Physiology 50A; also 50B as an elective if desired.  
 Third year—Science 160—Nature Study.

# SOCIAL SCIENCE DEPARTMENT

William H. Ellison, Ph.D.  
Lewis C. Carson, Ph.D.  
Raymond G. McKelvey, M.A.  
H. Edward Nettles, Ph.D.  
Mildred C. Pyle, M.A.

## HISTORY MAJOR

### 1. General Requirements for Graduation with a Major in History.

Candidates for degrees with a major in social sciences must fulfill all the State board and institutional requirements which are set forth on pages 29-37.

### 2. Specific Requirements for History Majors.

	Units
a. <i>Foreign language</i> requirement.....	15
b. <i>Social science</i> requirements in lower division.....	12

These must include History 2A-B or 3A-B, and Political Science 1A-B or Geography 1 and 2 or Economics 1A-B or Sociology 1A-B. Students who have not had at least two years of European history in high school must take History 2A-B.

History 2A-B is designed especially for freshmen, but is open to sophomores. History 3A-B is designed for sophomores and is not open to freshmen.

Political Science 1A-B or Geography 1 and 2 or Sociology 1A-B may be taken in the freshman year. Economics 1A-B is a sophomore subject and is not open to freshmen except in special cases, and only after consultation with the head of the social science department.

#### *Course in American Institutions.*

Political Science 1B (or its equivalent) must be completed by all candidates for the degree of B.A., except those who complete History 102A-B.

- c. *Maximum units* which may be taken in history.....40 units
- d. *Courses in education.*

At least 12 units of professional courses in education must be completed by students in the presecondary teachers' course, or at least 18 units in professional courses in education including not less than four units in directed teaching in the junior high school teachers' course.

### Minor.

Each candidate for graduation with a major in history must complete a minor in a subject usually taught in high school.

#### e. *Academic list of courses.*

At least 112 units offered for the degree of B.A. with history as a major must be chosen from the following list of courses, and the 40 units in upper division courses required in the upper division must be selected from the same list:

Art. All courses.

Education 57, 117, 136A-B, 137, 170X, 173, 175, 176, 178, 174A-B-C, 177.

English. All courses.

Foreign languages. All courses.

Home economics. All courses.

Industrial Education 1, 2, 3, 102.

Mathematics 1, 2, 3A-B, 4A-B, 5A-B.

Music. All courses.

Physical education. All courses.

Psychology and philosophy. All courses.

Science. Chemistry 2A-B, 5, 92; Physics 20A-B, 2A-B, 21A-B;

Botany 40A-B; Zoology 60; Physiology 50A-B.

Social science. All courses.

#### f. *Additional year course.*

At least six units in one of the following groups:

- (1) Foreign language (additional to e).

This may be satisfied in whole or in part in the high school, provided the language be Latin.

- (2) Mathematics: Plane trigonometry, spherical trigonometry, plane analytic geometry, college algebra, introduction to calculus.

This may be satisfied partly in the high school.

- (3) Philosophy.

#### g. *Upper division work.*

- (1) Units required in upper division:

Sixty to 64 of the 124 units required for graduation must be completed after the student has been admitted to upper division.

Forty units of work done by upper division students must be in strictly upper division courses.

Maximum history units allowed toward B.A. degree after student has attained upper division standing will be 30 units.

Twenty-four units of upper division work in history are required. Of the 24 units, six must be in European history and six in United States history. Six units of the 24 may be taken in political science or in economics.

The head of the department must be consulted by history major students in making out programs.

## (2) Senior transfers to the college.

Students with senior standing at the time of admission who transfer to the college from other institutions must complete at least 18 units in upper division courses, including at least 12 units in history, but no student may be graduated from the college on less than 24 units done in residence.

## (3) Scholarship in the department.

The student must attain an average grade of C (one grade point per unit) in all courses offered as a part of the 24-unit major.

Students who fail in the lower division to attain an average of one grade point for each unit of work taken in the social science department may, at the option of the department, be denied the privilege of a major in the department.

## MINOR IN HISTORY

Lower division----- 12 units

History 2A-B—History of Western Europe, or

History 3A-B—History of the Americas, or

History 5A-B—History of England----- 6

Political Science 1A-B—Government, or

Economics 1A-B—Economics, or

Sociology 1A-B—Sociology, or

Geography 1A-B—Geography ----- 6

Upper division----- 9 units

Nine units of any upper division history. History 2A-B or History 3A-B or History 5A-B is prerequisite for all upper division history courses or political science courses. Political Science 1B fulfills the State requirements in Constitution and American ideals. A student taking a minor in history may satisfy this requirement by taking History 102A-B as six of the nine units of upper division history.

## ECONOMICS

## LOWER DIVISION COURSES

**Economics 1A. Principles of Economics (3).**

A general course in the principles of economics.

**Economics 1B. Applied Economics (3).**

Application of the principles of economics, and a study of important problems of the economic world.

## UPPER DIVISION COURSES

**Economics 101. Labor Problems (3).** (Not given in 1933–1934.)

**Economics 105. Problems of Modern Industrialism (3).** (Not given in 1933–1934.)



**Economics 142 (I. E.). Study of Occupations (2).**

A survey of the fields of human occupations and a study of opportunities and requirements in these fields.

**GEOGRAPHY****Geography 1A. Fundamentals of Modern Geography (3).**

A development of the underlying principles of human geography through a study of the main features of the physical environment in their relationship to man's life and activities, particularly as exemplified in type regions.

**Geography 1B. Regional and Economic Geography (3).**

Prerequisite: Geography 1. A study of selected regions with wide application of the principles of human and economic geography.

**HISTORY****LOWER DIVISION COURSES****History 2A-B. History of Western Europe (3-3).**

The development of western civilization from the eve of the Protestant Revolt to the present time. A study of the political, economic, and social background of present-day civilization.

**History 3A-B. History of the Americas (3-3).**

A survey of the history of the Americas from the periods of discovery and colonization to the present time. Emphasis is placed upon factors and relationships which have significance for the whole western hemisphere.

**History 5A-B. History of England (3-3).**

A survey of the political, constitutional, economic, and cultural history of the British Isles.

**UPPER DIVISION COURSES**

Prerequisite for all upper division courses: History 2A-B or 3A-B or 5A-B, or an equivalent at the option of the instructor.

**History 102A-B. History of the United States (3-3).**

A study of the political, social, and constitutional history of the United States.

**History 111A-B. Modern European History Since 1815 (3-3).**

A study of European political and social development and world relationships from the Congress of Vienna to the present day.

**History 125. Renaissance and Reformation (3).**

Intellectual and religious developments of the fifteenth and sixteenth centuries and their significance. (Not given in 1933-1934.)

**History 130. History of the Middle Ages (3).**

(Not given in 1933-34.)

**History 131. History of the British Empire (3).**

The rise and development of the British Empire. The story of British expansion.

**History 142. History of Latin America (3).**

A study of the rise and progress of the Latin American nations.

**History 151. History of the Pacific Ocean Area (3).**

A survey of the activities of European peoples and of the United States in the Pacific Ocean and adjacent regions. A study of the struggle for political and economic leadership in the past, together with consideration of the present situation and problems in the area.

**History 155. History of American Diplomacy (3).**

A study of the foreign relations of the United States. (Not given in 1933-34.)

**History 162. Representative Men and Women (3).**

A biographical approach to United States history. (Not given in 1933-34.)

**History 165. History of the Civil War and Reconstruction (3).**

History of the United States from 1852 to 1877. Enrollment is limited to 12 students admitted on the basis of scholarship and interest. The Lincoln Library is the laboratory and classroom for the work of the course.

**History 171. History of the United States in Recent Decades (3).**

Political, economic, and social development of the United States from 1876 to the present time. (Not given in 1933-34.)

**History 175. History of American Expansion (3).**

A study of the expansion of American territory, commerce, and influence both in North America and throughout the world since 1783. (Not given in 1933-34.)

**History 180. Industrial History of the United States (3).**

A study of the economic development and industrial history of the United States. (Primarily for students in industrial education.)

**History 185. History of California (3).****History 190. Historical Method and Historiography (2).**

Required of all history majors in the junior year.

**History 191. Junior High School Social Science (3).**

To be taken in the junior year by prospective teachers in junior high school social science.

*Not acceptable as part of history major or minor requirements.*

## **POLITICAL SCIENCE**

### **LOWER DIVISION COURSES**

#### **Political Science 1A. Government (3).**

A comparative study of the governments of Great Britain, France, Switzerland, Germany, and Russia.

#### **Political Science 1B. Government (3).**

A study of the Constitution and Government of the United States. This course satisfies the State requirement in Constitution and American ideals, and is required of all students.

#### **Political Science 99. American Institutions (2).**

The fundamental nature of the American constitutional system and of the ideals upon which it is based. *Given in summer school only.*

### **UPPER DIVISION COURSES**

#### **Political Science 121. International Relations I (3).**

Imperialism.

#### **Political Science 122. International Relations II (3).**

International organizations.

## **SOCIOLOGY**

### **LOWER DIVISION COURSES**

#### **Sociology 1A-B. Elements of Sociology (3-3).**

A study of the underlying principles of society with application to present-day problems.



# INDEX

	Page
Absence and honorable dismissal.....	28
Admissions .....	20-23
Alumni .....	19
Appointment Bureau.....	18
Art—	
Requirements for degree and credential.....	39-40
Description of courses.....	42
Suggested major program.....	41
Minors in art.....	42
Biological science courses.....	118-119
Calendar for 1933-1934.....	6
Classification of students.....	24
College Elementary School.....	14
Credentials and certificates to teach—	
General requirements.....	36
Curricula leading to certification.....	37
See also Art, Education, Home Economics, Industrial Education, Physical Education departments.	
Degrees—	
State Board requirements.....	29
Institutional requirements.....	29
Dismissal, honorable.....	27
Disqualification .....	27
Dropped subjects.....	27
Education—	
Requirements for degree and credentials.....	46-50
Majors .....	47
Suggested major programs.....	51-52
Kindergarten-primary education.....	47, 49
Elementary education.....	48-50
Junior high school education.....	48, 50
Description of education courses.....	53
Eligibility for student offices.....	17
Employment .....	15
English—	
Requirements for degree.....	59
Suggested major program.....	62
Description of English courses.....	64
Minor in English.....	63
English A.....	61
Comprehensive final examination.....	61
Examinations .....	22, 28
Faculty, 1932-1933.....	8-11
Failures .....	26
Fees and fines.....	23
Foreign Languages—	
Description of courses.....	68
Minors in foreign language.....	69
Grade points.....	26
Graduation requirements.....	29
Health service and hospitalization.....	18
History majors and minors.....	122-124

Home Economics—	Page
Requirements for degree and credentials	70-74
Presecondary curricula	71-74
Suggested major program, Nutrition and Health	73
Textiles and Clothing	74
Suggested program, major in Home Economics education	74
Minors in Home Economics	75
Description of courses	76
Incomplete work	27
Industrial Education—	
Requirements for degrees and credentials	80, 84
Suggested major program	83
Minors in Industrial Education	85
Description of courses	87
Library	14
Living accommodations	15
Loan funds	16
Lower Division—	
Classified and unclassified students	31
Degree requirements in lower division	33
Curriculum in lower division	32
Beginnings of majors and minors	34
Typical lower division program	34
Mail	19
Majors—	
Definition	30
Changing a major field	30
See also Art, Education, English, History, Home Economics and Industrial Education departments.	
Mathematics—	
Description of courses	95
Minors in mathematics	96
Minors—	
Definition	30
Art minor	42
Foreign Language	69
History	124
Home Economics and Household Arts	75
Industrial Education	85
Mathematics	96
Music	98
Physical Education	107
Science	120
Music—	
Description of courses	97
Minors	98
Part-time students	24
Philosophy—Description of courses	115
Physical Education—	
Requirements for degrees	100
Credentials	103
Majors in physical education	101
Suggested major program, men	105
Suggested major program, women	106
Minors in physical education	107
Description of courses, men	108
Description of courses, women	112
Physical Sciences—Description of courses	116
Political Sciences—Description of courses	127
Presecondary curricula	32
Probation	27
Programs and petitions	25
Provisional students	24
Psychology—Description of courses	115



	Page
Registration .....	22
Regular students .....	24
Scholarship standards .....	25
Scholarships .....	16
Science—	
Biological sciences, description of courses .....	118
Physical sciences, description of courses .....	116
Minors in science .....	120
Social and recreational activities .....	16
Social Sciences—	
Requirements for degree .....	122
Description of courses .....	124
Special students .....	24
Summer session .....	19
Unclassified students .....	24
Unit, definition .....	25
Upper Division requirements .....	35
Withdrawals .....	27

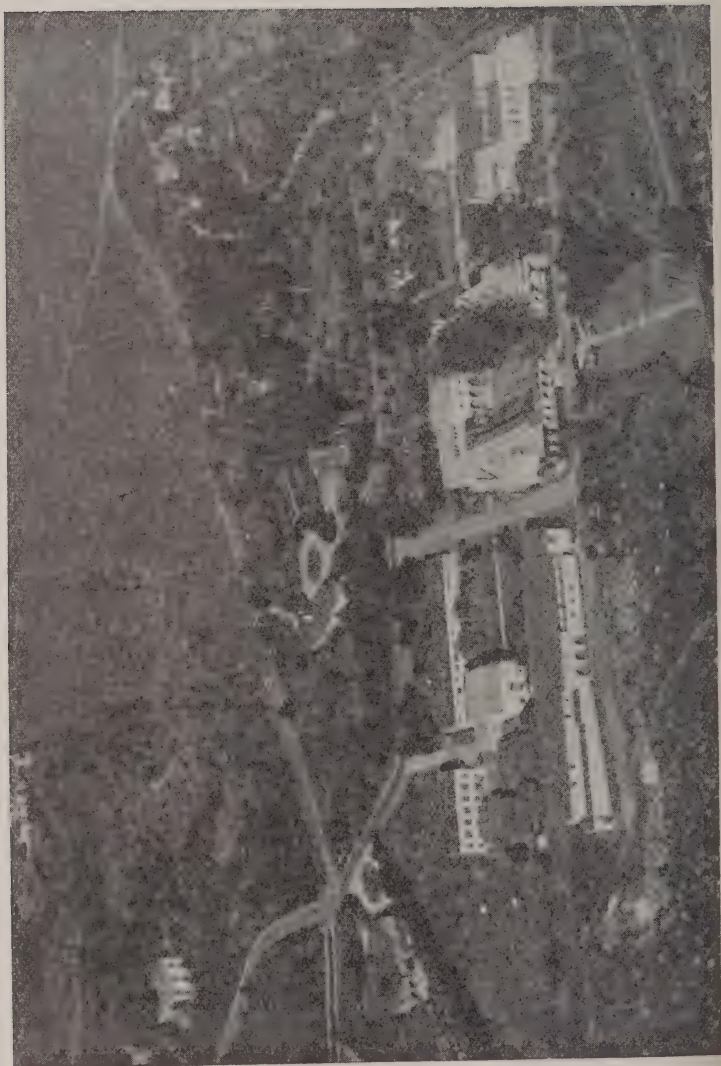
THE UNIVERSITY OF  
ILLINOIS  
LIBRARY  
CHAMPAIGN, ILL.







THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS



THE CAMPUS FROM THE AIR



# TABLE OF CONTENTS

	Page
CALENDAR, 1934-35-----	6
OFFICERS OF ADMINISTRATION AND INSTRUCTION-----	9
GENERAL INFORMATION-----	13
REQUIREMENTS FOR ADMISSION-----	21
SCHOLARSHIP STANDARDS-----	27
GENERAL REQUIREMENTS FOR GRADUATION AND CERTIFICATION-----	31
Lower Division-----	33
Upper Division-----	38
ART DEPARTMENT—	
Requirements and Curriculum-----	43
Description of Courses-----	49
EDUCATION DEPARTMENT—	
Requirements and Curricula-----	53
Description of Courses-----	62
ENGLISH DEPARTMENT—	
Requirements and Curriculum-----	69
Description of Courses-----	74
FOREIGN LANGUAGES—	
Description of Courses-----	79
Minors-----	80
HOME ECONOMICS DEPARTMENT—	
Requirements and Curricula-----	81
Description of Courses-----	87
INDUSTRIAL EDUCATION DEPARTMENT—	
Requirements and Curricula-----	91
Description of Courses-----	99
MATHEMATICS—	
Description of Courses-----	108
Minor-----	108
MUSIC—	
Description of Courses-----	110
Minors-----	111
PHYSICAL EDUCATION DEPARTMENT—	
Requirements and Curricula-----	113
Description of Courses-----	120
PSYCHOLOGY AND PHILOSOPHY—	
Description of Courses-----	127
SCIENCE DEPARTMENT—	
Description of Courses-----	130
Minors-----	128
SOCIAL SCIENCE DEPARTMENT—	
Requirements (Majors and Minors)-----	134
Description of Courses-----	137
INDEX-----	141



# OFFICIAL DIRECTORY

## SANTA BARBARA STATE TEACHERS COLLEGE

Administered Through

## STATE DEPARTMENT OF EDUCATION

VIERLING KERSEY, Superintendent of Public Instruction

ex officio Director of Education

JOEL A. BURKMAN, State Teachers College Adviser

### State Board of Education

DR. LEWIS P. CRUTCHER (President)	Long Beach
ALLEN T. ARCHER	Los Angeles
MISS ALICE H. DOUGHERTY	Oakland
R. R. GABBERT	Riverside
E. E. GOLWAY	Sacramento
GORDON GRAY	San Diego
DANIEL C. MURPHY	San Francisco
MRS. FLORENCE C. PORTER	Bakersfield
MISS ALICE ROSE POWER	San Francisco

### Officers of Administration

LARENCE L. PHELPS	President
CHARLES L. JACOBS	Dean of Upper Division
WILLIAM ASHWORTH	Dean of Lower Division, Dean of Men
LOIS M. BENNINK	Dean of Women
JANE MILLER ABRAHAM	Appointment Secretary, Registrar
VILMA ELIZABETH LOWSLEY	Financial Secretary
FRED ALLRED	Controller—Student Body
KATHARINE FAIRCHILD BALL	Librarian
BENE W. CLOW	Secretary to the President

## CALENDAR FOR 1934-1935

---

### SUMMER SESSION

June 25, Monday-----Session opens  
July 4, Wednesday, Independence Day-----Holiday  
August 3, Friday-----Session closes

### FALL SEMESTER

September 3, Monday, to September 12, Wednesday.

Administrative offices open daily except Sunday to receive applications for admission and for evaluation of credentials.

Offices of the deans open 10 to 12 o'clock for consultation on housing, programs and other matters of importance to entering or returning students.

Applications for entrance and credentials should be in the hands of the registrar prior to September 13.

September 13, Thursday and thereafter.

All administrative offices open 9 to 12 and 1.30 to 4.30.

September 14, Friday.

Freshman registration begins.

9 a.m. Freshman assembly in the auditorium, with the deans of men and of women in charge. All entering freshmen should be present at this time.

9.30 to 12. Preregistration; consultation with deans and department heads; medical examinations.

Student controller's office and financial secretary's office open for payment of fees.

1 to 4. Registration; consultation with deans and department heads

1 to 2.30. Medical examinations.

2.30 to 4.30. English A examination in the auditorium.

For freshmen who have not already a record in this examination this appointment takes precedence over all others at this hour.

September 15, Saturday.

Freshman registration continues. Freshmen should complete their registration by Saturday afternoon.

9 a.m. Dean of women meets women in the auditorium.

Dean of men meets men in room 42.

All entering freshmen should be present.

9.30 to 12 a.m. and 1 to 4.30 p.m.

Registration, and consultation with faculty.

Deans and department heads in their offices or the library throughout the day.

Faculty in the library from 10 to 12 a.m. and from 1 to 2.30 to sign books.

8 to 11 and 1 to 2.30. Medical examinations on appointment in the Health Cottage.

2.30 to 4 p.m. College aptitude test in the auditorium.

This appointment takes precedence over all others at this time. For seniors. Conference of student teachers with supervisors, during the morning.

September 17, 18, Monday, Tuesday.

Registration days for returning students. A fee of \$2 is charged for registration after Tuesday, September 18. No student may register later than Saturday, September 29.

Monday—9 to 12 and 1 to 4.30. Preregistration and registration.

Deans and department heads available throughout the day.

Faculty in library to sign books from 10 to 12, and from 1 to 4.30.

Tuesday—9 to 11, and 1 to 4.30. Registration, consultation. All faculty available during these hours.

11 a.m. General assembly in the auditorium.

Monday and Tuesday—8 to 11 and 1 to 2.30. Medical examination by appointment in Health Cottage.

September 19, Wednesday.

Instruction begins in all departments.

November 12, Monday, Armistice Day-----Holiday

November 29 to December 2-----Thanksgiving holiday

December 15 to January 2, 1935-----Christmas holiday

January 28, Monday-----Examinations begin

February 1, Friday-----First semester closes

# SPRING SEMESTER

February 2, Saturday.

10 to 12. English A examination for entering freshmen.

1.30 to 3.30. College aptitude test.

Deans' offices open for housing and consultation.

Registrar's office closed.

February 4, Monday.

Preregistration and registration for all students.

A fee of \$2 is charged for registration after this date.

No student may register later than Saturday noon, February 16.

Applications for admission and credentials of entering students must be filed with the registrar prior to this date to allow time for evaluation.

8 a.m. to 12 and 1 to 5 p.m.:

Preregistration, registration, consultation, payment of fees.

Department heads available for consultation from 9 to 12, and from 1 to 5.

Faculty in library to sign books, 10 to 12 and 1 to 5.

Medical examinations by appointment, 8 to 11 and 1 to 2.30.

February 5, Tuesday.

Instruction begins in all departments.

April 13 to 21-----Easter holiday

May 30, Thursday, Memorial Day-----Holiday

June 10, Monday-----Examinations begin

June 14, Friday, 10 a.m.-----Graduation exercises



## FACULTY 1933-1934

---

- Clarence L. Phelps, B.A., M.A. (Stanford) ; additional graduate work at Stanford ----- *President*
- Ednah Rich Morse, LL.D. ----- *President Emeritus*
- William Ashworth, B.A. (Dartmouth) ; M.A. (Stanford) ; additional graduate work at University of California and Stanford -----  
*Dean of Lower Division ; Dean of Men ; Head of English Department*
- Katharine Fairchild Ball, B.A. (Pomona) ; certificate University of Pittsburgh ; graduate Los Angeles Library School ----- *Librarian*
- Helen M. Barnett, B.A. (University of California) ; M.A. (University of Southern California) ; special work in voice production, Chicago, Los Angeles, London ----- *Director of Music*
- Theodore Beckett ----- *Physical Education*
- Lois M. Bennink, A.B. (Whittier) ; M.A. (Columbia) ; additional graduate work at University of California and Stanford -----  
----- *Dean of Women ; Social Science*
- Elizabeth L. Bishop, B.S. (Columbia) ; M.A., Ed.D. (University of California) ----- *Psychology, Research*
- Alice V. Bradley, B.S. (Wisconsin) ; M.A. (Whittier) -- *Home Economics*
- Margaret M. Burke, B.A. (Pomona) ; M.A. (University of Southern California) ----- *English*
- Cheever, Walter L., 8 years study in Museum of Fine Arts, Boston ; special study with Franklin Benson and Edmond C. Tarbell ---- *Art*
- Edith O. Churchill, B.A. (Santa Barbara) -----  
----- *Institutional Management ; Cafeteria Manager*
- Florence L. Clark, B.A. (Pomona) ; State Teachers College, Santa Barbara ; M.A. (Columbia) ----- *Home Economics*
- Dempsey Creary, B.A. (Florida State College for Women) ; ----  
----- (part time) *Scouting*
- Mary E. T. Crowell, Pratt Institute ; portrait study with John M. Clawson ; sculpture with Herbert Adam ; design with Arthur W. Dow ----- *Head of Art Department*
- Harold McDonald Davis, B.S. (University of Illinois) ; M.A. (Stanford) ----- *Head of Physical Education Department*
- Marie June Davis, B.A. (School of Speech, University of Southern California) ; graduate work at Stanford and University of California ----- (part time) *Public Speaking*

- Ray Denno, B.S. (Santa Barbara)----- (part time) *Physical Education*
- Ruth M. Doolittle, Chouinard School of Art; B.A. (Santa Barbara);  
M.A. (Stanford) ----- *Art*
- Charlotte P. Ebbets, graduate Pratt Institute; special work Teachers  
College, Columbia, Harvard--- *Head of Home Economics Department*
- Roy P. Eichelberger, B.S. (University of Idaho); M.A. (Teachers  
College, Columbia) -----  
----- (part time) *Directed Teaching, Junior High School Education*
- William H. Ellison, B.A. (Randolph-Macon); M.A., Ph.D. (Uni-  
versity of California)----- *Head of Social Science Department*
- Emanuel E. Ericson, B.S. (Stout Institute); M.A. (University of  
Southern California)----- *Head of Industrial Education Department*
- Isabel Morton Fish, B.A. (Santa Barbara), graduate School of  
Museum of Fine Arts, Boston; graduate Evening School of  
Drawing, Boston ----- *Art*
- Winifred M. Frye, B.S. (Milwaukee-Downer); additional work Uni-  
versity of Chicago; Columbia Commonwealth Art Colony-----  
----- *Home Economics; in charge of Household Art*
- Frederic W. Ganzert, A.B., M.A., Ph.D. (University of California) --  
----- *Social Science*
- Fred L. Griffin, graduate Mechanics Institute, Rochester; B.A.  
(Santa Barbara); additional work Syracuse University and  
Montana State College; practical experience Franklin Auto-  
mobile Factories; engineering department, Duluth Shipyards---  
----- *Woodwork; Sheet Metal*
- Marie T. Hennes, B.A. (Santa Barbara)----- (part time) *Supervision*
- Winifred Weage Hodgins, B.S. (Washington); M.A. (Columbia) --  
----- *Physical Education*
- Charles L. Jacobs, B.A. (Columbia); M.A. (Stanford); Ph.D.  
(Columbia) *Dean of Upper Division; Head of Education Department*
- Roy Lawhorne, Commercial Artist----- (part time) *Art*
- Clifford E. Leedy, B.Mus. (University of Southern California;  
graduate work University of Southern California) (part time) *Music*
- Edith M. Leonard, B.E. (Chicago Academy and National Kinder-  
garten and Elementary College, Chicago); M.A. (Claremont  
Colleges)----- *Director, Kindergarten-Primary Teacher Training*
- Florence W. Lyans, Pratt Institute; University of Chicago School  
of Fine and Applied Arts; B.A. (Santa Barbara)--- (part time)  
*Jefferson Elementary School and Industrial Education Department*
- Calvin McCray, B.A. (University of Southern California)-----  
----- (part time) *Scouting*
- Raymond Goss McKelvey, A.B. (Cornell); M.A. (Claremont Col-  
leges); graduate student London School of Political Science,  
Ecole des Etudes National, Geneva (leave of absence) *Social Science*
- Edward L. Markthaler, M.D. (Columbia) -- (part time) *Health Education*

- William Clarence Maxwell, B.A., M.A. (Stanford); Ph.D. (University of Washington)-----*English*
- H. Edward Nettles, B.S. in Ed., M.A. (University of Missouri); Ph.D. (Cornell); additional work, Cambridge University (leave of absence) -----*History*
- William W. Peters, B.A., M.A. (Knox); M.S. (Illinois); additional graduate work at Illinois and University of California-----*Physics; Mathematics*
- Elsie A. Pond, B.A., M.A. (Stanford); additional graduate work, University of Colorado, University of Hawaii-----*Education*
- Laura Specht Price, B.A. (University of Minnesota); M.A. (Stanford)-----*Director of Elementary Teacher Training*
- Eda Ramelli, B.A. (California); M.A. (Stanford); two years travel abroad and study at Centra de Estudios Historicos e Investigaciones Cientificas and University of Madrid----*Foreign Language*
- William L. Rust, trained in engineering, Birmingham, England, and Dunkerque, France; practical experience as chief engineer; proprietor machine shop and commercial garage; master mechanic and engineer, Loughhead Aircraft Company, Santa Barbara-----*Automotive Theory and Repair; Machine Shop*
- William Scalapino, A.B., M.A. (University of Kansas) (part time) -----*Directed Teaching, Elementary*
- Ralph J. Scanlan, A.B., M.A., Ph.D. (University of California)-----*Social Science*
- Hazel W. Severy, B.A., M.A. (Stanford); D.Sc.O. (research work, College of Osteopathic Physicians and Surgeons)-----*Head of Science Department*
- Roy L. Soules, B.A. (Santa Barbara)-----  
---(part time) *Directed Teaching, Industrial Education Department*
- Helen E. Sweet, B.A. (Pomona); M.A. (Claremont Colleges); additional graduate work at University of Chicago-----*Physiology*
- Gladys Van Fossen, B.A. (University of Minnesota); M.A. (Columbia)-----*Physical Education*
- Earl Fiske Walker, B.A. (Nebraska Wesleyan University); Ph.G. (Nebraska University); M.A. (Nebraska University); additional graduate work at Chicago University and Stanford--*Chemistry*
- Harrington Wells, B.A., M.A. (Stanford)-----*Biological Science*
- Schurer O. Werner, B.A. (Santa Barbara); practical experience in architectural drawing and building construction-----*Architectural Drawing; Electrical Construction*

**ASSISTANTS****Administrative Offices****Clerical Assistants**

Dorothy Dowling	Mamie S. Miller
Evelyn Hylton	Phebe Steer
Wilhelmina Menken	Margaret Houtz

**Health and Physical Education**

Alice Gross, Accompanist

Elizabeth Sweet Sheppard, R.N., Office Nurse

**Library**

Della Haverland, B.A., Lincoln Library

Luella S. Wharton, B.A.

**Industrial Education****Teaching Assistants**

Louie Taylor	Ralph Porter
Edwin T. Maier	Charles Richardson

**Students' Cooperative Store**

Ora Willits, Manager

## GENERAL INFORMATION

---

### LOCATION

Santa Barbara is a most delightful city of more than 40,000 population. It has one of the most attractive natural settings in the country, and the combination of its scenic beauty and its delightful climate attracts visitors and homeseekers from all parts of the world. It is essentially a city of homes and has a superior type of citizenship, all of which taken together makes it an admirable place in every way for the location of an educational institution.

The college is built on a tract of land containing sixteen acres, located on Mission Ridge within the city limits. It overlooks the entire city and commands a view of the Santa Barbara Channel and the islands beyond it. Goleta Valley, with the Pacific Ocean in the distance, spreads out in another direction, while high mountains rising up impressively almost from the campus itself complete the grandeur of the picture which annually delights the thousands of people who come to view it.

There is no more equable climate in all California than in Santa Barbara. Official records show that the difference between the mean temperature of summer and winter is only twelve degrees at any one given hour of the day and night. The hottest hours of summer rarely exceed ninety degrees, and the coldest nights seldom register a temperature below thirty-two degrees. There are on an average two hundred and forty clear days during the year and of the remaining, sixty are wholly cloudy, and sixty-five partially so.

### HISTORICAL

This institution was founded by legislative enactment in 1909, under the name of the Santa Barbara State Normal School of Manual Arts and Home Economics. Its first sessions were held in the Blake Memorial building of the public schools of the city. Later, the present commanding site was secured. The first buildings were completed and occupied in 1913.

Within the next six years three other buildings had been completed, and the departments of art, physical education and music had been added. In 1919 the Legislature added the general professional department and changed the name of the institution to The Santa Barbara State Normal School. Again, in 1921, by legislative enactment, the institution changed its name to The State Teachers College of Santa Barbara and secured the right to develop courses leading to the B.A. degree upon approval by the State Board of Education.

At the present time, all major departments in the college grant the B.A. degree upon authorization by the State Board of Education.



## RECENT DEVELOPMENTS IN BUILDINGS AND CAMPUS

The original "Quad" building, familiar to alumni, has been remodeled and reequipped, and is in use now wholly for classroom and laboratory work. In it are located the laboratories equipped for work in chemistry—inorganic, organic, food, textile and physiological chemistry; for the biological sciences and for physics.

The art department is located in this building, and has its own lecture room and suites of laboratories for various phases of its work. There is a craft laboratory fully equipped with tools for teaching toy making, bookbinding, leather tooling, jewelry and pottery. Adjacent to this room is the kiln room with its kiln for firing pottery, and its moulds and wheels. The weaving laboratories on the mezzanine floor are equipped with many two-, four-, and six-harness looms of Swedish pattern, besides Barbour and table looms, providing altogether a full outfit for weaving cotton, linen, silk and wool textiles.

Ebbets Hall, the new home economics building houses modern equipment for carrying on home economics training by approved methods, under ideal conditions. It contains four laboratories for cooking and demonstration and dietetics work, each equipped with electric ranges and other modern labor-saving devices. A large laundry room is provided with stationary tubs, several varieties of patent washers, patent ironers, electrically heated drying closet, and other modern laundry appliances. One room is especially fitted for the courses in home nursing and table service.

The clothing and textile laboratories in this building are beautiful and spacious, well lighted and thoroughly furnished with new equipment. The Colonial textile room has a large fire place with early American appointments. The room itself is patterned after Capen House (1693). Its beamed ceiling and furnishings of spinning wheels and chairs of early period give an atmosphere conducive to the study of textiles and early American modes of living.

In this building also, are the large rooms used for social and dining purposes, including three dining rooms and two roof gardens. Meals are served three times a day on an approximate cost basis.

This building also contains the practice cottage, *Emoha*, where the senior home economics students have an opportunity to keep house. The cottage contains a living room, dining room and kitchen, three attractive bedrooms, and two baths, and is attractively furnished.

The industrial education department is housed in four temporary buildings arranged for shops and laboratories. These include a machine shop equipped with lathes, milling machines, drills, grinders, planers, hack saws, and all other necessary small tools; a forge shop and foundry equipped with various types of forges, a tempering furnace, power hammer, oxyacetylene welding equipment, and other appropriate tools; sheet metal shops equipped for sheet metal work and for a course in art metal and jewelry; also two automobile shops completely equipped with demonstration machines and engines, and full equipment for the study and repair of gasoline cars and trucks, and for the study of auto electrics. A woodworking shop is equipped with complete facilities for all types of woodwork and wood finishing; an electric shop is provided for practical



work in electrical construction. There is also a general shop used in directed teaching of school children, drafting rooms for the work in mechanical drawing, architectural drawing, and work of allied types.

College print shops are equipped with power presses, paper cutting and binding equipment, and a full complement of type of several styles. A recent important development has been the purchase by the student body of a commercial linotype machine and commercial press, thus affording unusual facilities for practice in printing. The college weekly paper, *The Roadrunner*, and the alumni journal, *Hoy Dia*, are issued from this shop.

A well equipped gymnasium building serves the physical education interests of the college.

The music department is housed in the completely remodeled old cafeteria building, which now contains a large auditorium for all kinds of rehearsals, an instrument room and two classrooms.

The new administration building, which has been occupied since January, 1928, in addition to furnishing commodious and convenient administrative offices, includes an auditorium and the new library.

The library contains a collection of more than 30,000 carefully selected books and pamphlets and a long list of representative current periodicals, comprising well-balanced professional, technical, literary and reference material, which meets the fundamental requirements in all departments. Additions to the library by gift and purchase are being made as rapidly as possible.

The Lincoln Library, housed in two rooms adjoining the main reading rooms, was founded in 1928 by Mr. William Wyles of Santa Barbara. It contains over 4500 books, pamphlets and magazines related to Lincoln, the Civil War and reconstruction periods. There is a Lincoln life mask by Volk, and an autographed photograph of the sixteenth president. A special one-semester course on Civil War and reconstruction is given each year, for which the students use the Lincoln Library as a laboratory for special research.

## THE NEW SITE

A beautiful new site for the college has been secured on the mesa just above the breakwater. It consists of forty-six acres of level land on the bluff, with some twenty acres of broad beach below. A master plan for the complete development of the institution on this wonderful site is now nearing completion.

## TRAINING SCHOOL FACILITIES

The city schools afford the laboratory for directed teaching. In the kindergarten and elementary field, the Jefferson school is used, while two junior high schools and the high school are used to some extent for junior high school and special secondary teacher training. There are also arrangements for the use of certain private institutions for this purpose.

The schools aim to be practical and progressive in their attempt to arouse, guide and interpret purposeful, self-directed activity on the part of the children.

## THE STUDENTS' COOPERATIVE STORE

There is maintained on the campus a store to supply student needs in books, stationery, supplies of all kinds needed in college work. The store operates under the direction of a store committee consisting of three members of the faculty, who plan policies with the manager, and help to make it possible for students to purchase their supplies at minimum cost.

## LIVING ACCOMMODATIONS

Living arrangements for students whose homes are not in Santa Barbara are made through the offices of the deans, from whom lists of approved houses and other information may be obtained. The cost of room and board varies according to the types of accommodations desired but, in general, it ranges as follows:

- (1) For board and room in private residences, \$30 to \$40 a month;
- (2) For apartments and housekeeping rooms, including all living expenses, \$20 to \$30 a month;
- (3) For room alone, \$7.50 to \$15 a month.

There must be living in the same house with women students who are not residing at home, an older responsible woman, who is willing to act as supervisor or "housemother" and who has been approved by the dean of women. No woman student may complete her registration until her boarding place is approved by the dean of women.

Pending permanent location of women students, the Margaret Baylorn Inn will furnish inexpensive accommodations.

## EMPLOYMENT

Students desiring employment should apply for information to the offices of the dean of men and dean of women. A large number of the students find it possible to earn part of their expenses while attending college. However, since the entering student can not always find immediate employment, it is recommended that no new student register unless he has sufficient funds to cover the expenses of the first semester. Only a few students are able to be entirely self-supporting, since it is not advisable for a student to spend more than 25 hours per week on outside work if he is carrying an average college program. The offices of the deans can not assume the responsibility of securing employment for all applicants; but they will help the student in finding a position. A student must make personal application at the time of registration and he must make his own arrangements with respect to remuneration. He should be on hand a few days before registration in order to look for a position.

Both men and women can usually obtain board and lodging in exchange for services rendered in private homes, but in the past the majority of calls for women to work have come from this source. Women who accept these "exchange" positions are expected to give 23 hours of work each week in exchange for room and board.

Opportunities for obtaining employment on an hourly basis also exist in the following fields: (1) for women—typewriting and stenography, clerical work, cafeteria work, housework, care of children, etc.; (2) for

men—garage work, driving, service station, gardening, laboratory assistance, etc. The rates for employment of this kind vary from twenty-five to fifty cents an hour. A student qualified to do more technical work can occasionally find employment on a more remunerative basis than in the fields mentioned above.

### LOAN FUNDS

**The Ednah Rich Morse Loan Fund**—established in 1916 by Ednah Rich Morse to aid deserving students. This fund is to be used for small emergency loans. These loans do not exceed thirty dollars and may run only for a few months. No interest is charged. Applications should be made to the financial secretary through the deans.

**The Santa Barbara Student Loan Fund**—established in 1920 by Mr. William Wyles to make it possible for students to finance their college course. A low rate of interest is charged and the student is expected to repay after he has completed his training and is gainfully employed. Application for loans from this fund should be made to the president of the college, through the office of the dean of men or dean of women.

### SCHOLARSHIPS

The institution has a limited number of scholarships for entering freshmen. Selection of candidates for these scholarships is based on three things—scholarship and institutional activities in high school, and personal characteristics. Applications for these scholarships should be forwarded to the registrar by the principal of the high school, with complete details covering the points designated above.

### STUDENT ACTIVITIES

**Organizations.** The Associated Students is an organization of the entire student body which has charge of various student activities under the general management of the Student Council. All social affairs are administered by the social committee. Other committees of the Associated Students are in charge of debating and dramatics, general student activities, extra-curricular activities and public relations. Matters of finance are handled by the student controller and supervised by the president's office.

The Associated Women Students and the Men's Club are the organizations next in importance to the Associated Students.

Among other student organizations which are active on the campus are: Departmental clubs, International Relations Club, Outing Club, Roadrunner "Y," Bible Club, College Players, Band, Orchestra, Glee clubs, Women's Athletic Association, Block "S," Alpha Phi Gamma, Alpha Phi Omega, Phi Delta Pi, Delta Phi Delta, Pi Sigma Chi, Kappa Omicron Phi, Kappa Delta Pi, Pan-Hellenic Association, Inter-Fraternity Council, and several social clubs for women.

**Publications.** *The Roadrunner* is published weekly by the Associated Students and printed in the campus print shop. *La Cumbre* is published annually by the Associated Students.

**Social and Recreational Activities.** The location of the college is ideal for recreational activities. Among the many possible activities sponsored by the college are trips to the Channel Islands and the various beaches, bathing, hiking, horseback riding, dancing, tennis, etc. The Associated Students also sponsor drama and musical productions during the year.

The Community Arts Association provides numerous entertainments in drama and music, with productions and concerts regularly each month. Exhibits of interest and note are brought to the public through the Museum of Natural History and the Faulkner Art Gallery.

A splendid community spirit, unusual recreational and cultural advantages, the scenic beauties and ideal climatic conditions of Santa Barbara, and high college standards offer a combination of opportunities which should go far in making the life of the student a happy one.

**Athletics** of all kinds for both men and women are encouraged. The general object is to encourage all-round physical development and good academic work. Trained coaches are in charge of all athletic activities.

The men's division of the physical education department sponsors inter-collegiate and intramural competition in all sports. Freshmen and varsity teams are organized in the various sports for intercollegiate competition.

The Women's Athletic Association sponsors the annual May Day program and the play day, an invitational competitive and social event for the girls of the near-by high schools.

In addition to its own athletic field in Mission Canyon one-half mile from the campus, and the small field on the present campus, the college has the use of Pershing Park, a recreational field owned by the city, which is lighted for night contests. The past year, the college has used this field for its night contests in football and track.

Tennis courts are maintained by the college both on the campus field and at the Mission Canyon field.

**Eligibility for Office Holding and Student Activities.** The major student offices are defined to include the following:

Editorship of *La Cumbre*, or *Roadrunner*.

President of Student Body.

Social Chairman of Student Body.

President or Manager of Men's or Women's Athletic Association.

President of Associated Women Students.

President of Men's Club.

Chairman of Student Activities Committee.

Manager of Oratory and Debate.

Student Manager of Men's Musical Organizations.

To be eligible to hold any student body office or to represent the college in any public performance:

a. A student must be carrying at least 12 units of work and must be passing in all his work at the time of his candidacy for office. The mid-semester warnings shall be used to determine the scholastic standing of the various candidates.

b. He must have carried at least 12 units of work and must have made a C average during the preceding semester in order to take office.



c. A student officer must carry at least 12 units and must maintain a passing grade in all his work during his term of office.

In athletics, to be eligible for varsity competition, a student must have passed 24 units of work in the preceding year with an average grade of C or better, and at the time of the contest must be passing in 12 units of work. This rule applies also to junior college transfers who seek eligibility for varsity competition.

Eligibility in all cases must meet the standards of the Southern California Intercollegiate Athletic Conference.

**Lectures and Motion Pictures.** The college has a lecture foundation which is administered jointly with the Santa Barbara Museum of Natural History. Under this arrangement lectures of scientific value and general interest are provided at frequent intervals. These lectures are open to students free of charge.

The auditorium at the college contains a complete motion picture equipment which is used regularly for entertainment and instructional purposes.

## STUDENT HEALTH SERVICE AND INSURANCE

The college maintains a health office on the campus, under the direction of a faculty health committee. A physician from the city is on the campus for an hour each week day for consultation, and a graduate nurse is employed in the office half of each day. This office handles routine physical examination of all enrolled students at the beginning of each college year and at graduation, provides daily advisory service to students, passes upon cases requiring limited or increased physical activity, attends to first aid in emergencies, issues health certificates for teaching credentials, and serves in many ways as agent in the education of students in matters of health.

The health service is housed in the health cottage, which provides a private consultation room, waiting room, and rest rooms for men and women.

A part of the student body fee is set aside to form a fund for hospital care in case of sickness, accident or operation. This fund protects the students who are members of the Associated Students' organization against hospital expense within certain specified limits, and pays for a limited number of physician's visits in case of illness or accident. The fund is administered through the health office and health committee, under a contract agreement with the student body.

## APPOINTMENT BUREAU

The college maintains an appointment bureau for the mutual service of its graduates, superintendents and boards of trustees desiring to fill teaching positions. There is a fee of \$2 for the service rendered. The fee covers a campus membership to the College Alumni Association, copies of *Hoy Dia* and letters of recommendation sent by request of applicant to superintendents, principals or boards of education. There is no guarantee that positions will be secured, but the appointment bureau pledges itself to render every possible service to the graduate in securing a satisfactory position.

The same interest is taken in graduates in service as in those just completing the work of the college. A question blank is sent out each year asking for information concerning the work and prospects of graduates. From the returns, the bureau is able to be of service in securing promotions for progressive graduates, a matter quite as important as securing the first position. All candidates are expected to reimburse the bureau for telephone messages and telegrams found necessary by the appointment secretary when making efforts in their behalf. Jane Miller Abraham, appointment secretary.

### THE ALUMNI

The alumni organization, working through regional groups organized in Santa Barbara, Los Angeles, Sacramento, Bakersfield and the Bay region, is actively engaged at all times in working for the welfare of the college. The groups keep in touch with the college through annual reunions, attended by several members of the college faculty, and through the alumni paper, *Hoy Dia*, which is issued monthly. Information concerning the alumni is collected each year by questionnaire from the office of the appointment secretary, so that the college is kept fully informed of the activities of its graduates.

All graduates are eligible to membership in the alumni, and all former students, whether graduates or not, are welcome at the regional reunions. Alumni dues are \$2 per year, including subscription to *Hoy Dia*.

### SUMMER SESSION

The summer climate of Santa Barbara is delightful, and the summer session offers, in addition to the main consideration of educational courses of the highest grade, all of the advantages of a vacation at the seaside or in the mountains. A session is held each year, beginning about two weeks after the close of the regular session. This session is especially designed for the needs of teachers in service, and suggestions are welcomed as to how it can better serve this end.

### MAIL

No student mail will be received at the college. All students should have their mail sent to general delivery until such time as they have acquired a permanent address in Santa Barbara. Thereafter, all mail must be sent to that address.



## ADMISSIONS

---

"The State teachers colleges are the established institutions under the direction of the Department of Education to carry on, in part or in whole, as they may from time to time be authorized to do, any or all lines of work necessary for the training of the public school teachers of the State of California. They are also authorized to grant baccalaureate degrees." \*

### REQUIREMENTS FOR ADMISSION

Every person admitted as a student to the State teachers colleges must be of good moral character, in good health, without physical or other defects which would impair his fitness for the teaching service; and of that class of persons who, if of proper age, would be admitted to the public schools of the State without restriction. A student in doubt concerning his health qualifications should consult the health committee.

Three different groups of students are eligible for admission:

**A. Graduates of accredited public secondary schools** of California, graduates of other secondary schools of California and graduates of schools of secondary grade of other states recognized by the president of the teachers college concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing as follows:\*\*

1. **Clear Admission:** High school graduates who present ten recommended units and the principal's certificate of recommendation shall be granted clear admission. (Graduates of three-year senior high schools shall present eight recommended units earned in grades ten, eleven and twelve.)

2. **Provisional Admission:** High school graduates who present fewer than the prescribed number of recommended units, but who present satisfactory evidence of ability to profit by courses in teacher training, and who have abilities, interests, and talents desirable in teaching, and who pass suitable college aptitude tests, may be admitted as provisional students. At the close of the first semester in residence, a complete re-evaluation of the credentials and records of all such students shall be made. Students shall then be granted clear admission, dropped from college, or for sufficient reason continued as provisional students. For method of securing regular status see "Classification of Students," page 26.

**B. Teachers holding valid credentials to teach** in any county of the State may be admitted for further study. Such students may become

\* Bulletin H-1, California State Department of Education, p. 3.

\*\* State Board of Education ruling of January 6, 1934.

candidates for a degree only when entrance deficiencies have been duly satisfied, as determined by the faculty of the college.

**C. Persons over twenty-one years of age** may be admitted to undergraduate standing as special students provided they present satisfactory evidence of character, education and general intelligence (including satisfactory scores on college aptitude tests). Such students may become candidates for a degree, diploma, or teaching credential only when deficiencies in entrance requirements have been satisfactorily removed, as determined by the faculty of the college.

## APPLICATIONS FOR ENTRANCE

### A. From High School.

Applications for entrance, accompanied by all necessary information, complete scholastic record, letters verifying teaching experience, if any, personal recommendations, etc., should be in the hands of the credentials committee by July 15th for the fall semester and by November 15th for the spring semester. Evaluations of records given by the credentials committee are void if not used within a period of two years.

Records of high school work should be presented on blanks which may be secured from the Registrar's office at the college. Fully qualified students should fill out the "Clear Admission" blank. Students who do not meet the full requirements should use the "Provisional Admission" blank.

### B. With Advanced Standing.

Credit may be allowed for work taken in other institutions of collegiate grade. Applicants for admission who present more than the minimum requirements for graduation from California high schools may be admitted to advanced work. This does not reduce the total number of units required for graduation (124).

**1. Transfers from Junior Colleges.** Credits earned by applicant for admission who transfer from junior colleges will be accepted at the teachers colleges for degrees and credentials upon the following basis:

- a. Not more than sixty-four credits of lower division standing may be offered.
- b. No credits for professional courses in education may be offered.
- c. Transcripts with an average grade of C or better will be accepted in full, subject to departmental requirements.
- d. Excess credits of C grade or better in any field may be accepted as free electives.

Students transferring from other institutions should present full official transcripts of all work which they wish to present for evaluation. Such transcripts must be either the originals or copies attested by a notary, or photostatic copies of the originals, and must contain the following information:

- a. Names of subjects.
- b. Units completed and grade obtained.
- c. Key to grading system used when grade was assigned.

2. **Admission by Examination** is sometimes permitted in exceptional cases. Such cases must have the approval of the head of the department, the instructor concerned, and the credentials committee.

3. **Persons having had previous experience in teaching** are assigned to a two unit course in supervised teaching. The satisfactory completion of this work automatically validates previous experience and entitles the student to full credit for supervised teaching (not to exceed 8 units). This in no way reduces the total number of units (124) to be earned for graduation.

## REGISTRATION PROCEDURE

### A. Registration.

#### 1. Fall semester.

a. **For entering students.**—Registration takes place on Thursday, Friday and Saturday of Freshman week, September 13, 14, 15. New students are expected to be on the campus during these days for consultation with the deans, with the department heads, and to take the college aptitude test and the English A test, and complete their registration. (See c below.)

b. **Returning students.**—Should register on Monday and Tuesday, September 17 and 18.

c. **Late registration.**—A fine of \$2 will be charged for registration after Tuesday, September 18.

Registration is not complete until all fees, including student body and laboratory fees, are paid. Failure to take the college aptitude test and English A at the scheduled time, or to present in lieu of it a record from another institution of collegiate grade, will be counted as late registration.

d. **Program cards.**—Students are given until Tuesday, September 18, at 4:30 p.m. to make necessary changes and adjustments in their programs. Books must be in the hands of the registrar at that time, and no changes may be made thereafter, except by petition to the credentials committee.

#### 2. Spring semester.

a. **For all students.**—Registration takes place on Monday, February 4.

b. **Late registration.**—A fee of \$2 will be charged for registration after Monday, February 4.

### B. Examinations at Entrance.

All entering students carrying six or more units of work, except those who present official evidence of having met this requirement previously in an accredited institution, must take the *English A examination*,\* the *college aptitude test*, and a *physical examination* at the time of entrance. These examinations are given on the first days of registration, and form an essential part of enrolling in the institution. Registration is not complete until these obligations have been met. A small fee is charged for the aptitude test and for the English A examination. The physical

---

\* For details of English A requirement, see English Department, page 71.

examination is a part of the health service offered by the college health office.

Students who have a record for the completion of the English A requirement should request that this record be included on the transcript of record which they present for evaluation.

### FEES

#### For all students—

Registration fee per semester	\$6 50
Laboratory fee per unit of credit in each course carrying laboratory work	1 00
Student body, per semester	10 00
Library maintenance per semester	3 00

#### For entering students only—

College aptitude test (at time of registration)	50
English A examination (at time of registration)	50
English X (course required of students failing English A examination)	5 00

#### For nonresident students—

Section 5.63 of the new School Code, effective August 21, 1933, provides that nonresident students in the teachers colleges of the state, regardless of previous registration, shall pay the following fees:

For the first semester in which they register after the law becomes effective	75 00
For each succeeding semester	37 50

#### For graduating students—

Diploma fee	2 15
Appointment fee (to cover clerical work and postage used in mailing applications for positions, etc.)	2 00

#### Summer session—for all students—

Registration	20 00
Per unit in each course carrying laboratory work	1 00
Library maintenance	1 00
Student body	1 00

#### Miscellaneous fees—

Late registration	2 00
Failure to meet officially required appointments	1 00
Make-up examination fee	1 00
Overdue library books, reserve, 25c per hour or per day	1 50
Other books, per day	25
Failure to turn in registration book by required date	1 00

#### Physical Education Department—

Failure to enroll on or before required date	1 00
Failure to return equipment and/or supplies, each 24 hours until full purchase price has been met	1 00

Refunds on registration fees are not made after the second week of registration. Refunds are not allowed on materials and service fees, since such fees will be collected only after the close of the period during which change of registration is allowed.

Checks will be received in payment of bills only when made out for the exact amount of the bill.

The student body fee each semester, as provided by the student body constitution, entitles each student to entrance to all regular athletic contests and other student body activities, together with a subscription to the college weekly, *The Roadrunner*. Those who have paid the student body fee for two semesters are entitled to a copy of the annual; those who have paid the student body fee for only one semester are required to pay an additional fee of \$2 for the annual. The student body fee also covers health service insurance.



## CLASSIFICATION OF STUDENTS

For convenience, students are classified within the institution under four distinct headings:

### I. According to their fulfillment of entrance requirements.

At the time of entrance, students are classified on the basis of whether they are admitted with "clear" or "provisional" status.

**Regular** students are defined as high school graduates, or those equally qualified, who can fulfill the entrance requirements for "clear admission." They are eligible for any degree or certificate granted by the college.

**Provisional** students are defined as high school graduates, or those equally qualified who do not fulfill regular college entrance requirements. *They are not eligible to candidacy for degrees or regular certificates until they are able to attain regular status.* Provisional students may attain regular status by earning as many grade points as units while carrying a program of 12 units or more in any semester in their lower division work. Application for change from provisional to regular status must be made to the credentials committee by petition.

**Special** students are defined as those who can not qualify as either regular or provisional.

### II. According to their program of study.

**Full-time** students are those who carry a program of 12 or more units. They may be either regular, provisional or special.

**Part-time** students are those who carry less than 12 units of work. They may likewise be regular, provisional or special.

### III. According to their objective.

**Classified** students are those who indicate at entrance a preference for a specific major field of study which they expect to pursue in upper division. Such students may affiliate at entrance directly with their chosen department in the college. They will then have as their adviser during the first two years the head of their major department.

**Unclassified** students are those who prefer not to choose an upper division major at entrance. They have as their adviser the dean of the lower division.

### IV. According to their level in the college curriculum.

**Lower division** includes the first two years of college work. Students who have completed 0 to 29 units of work are ranked as freshmen; those who have completed 30 to 59 units of work are ranked as sophomores.

**Upper division** includes the third and fourth years of college work. Students who have completed 60 to 89 units of work are ranked as juniors; from 90 to 124 units as seniors.

Combinations of these terms explain the present status and progress of a student. For example, a regular, full-time, unclassified lower division student is a freshman or sophomore, who has been admitted to the college in full standing, is carrying a program of not less than 12 units, but is not affiliated as yet with any degree-granting department.



## SCHOLARSHIP STANDARDS

---

For definitions of students as regular, provisional, and special, full-time and part-time, lower division classified and unclassified, see page 26.

### The Unit.

A semester unit is defined as a course requiring one full period of class work per week with two hours outside preparation, or if a laboratory subject, three full periods a week, taken for not less than eighteen weeks. In any laboratory course, three laboratory hours have the value of one unit of prepared recitation.

### Class Status in Terms of Units.

A student must complete 29 units for sophomore standing, 59 for junior standing, and 89 for senior standing.

One hundred twenty-four units are required for a degree or for a teaching certificate.

### PROGRAMS

1. An average program is 16 units per semester, but a maximum of 17 units may be carried without petition to credentials committee. Those students who are physically below normal are advised to take a maximum program of not more than 14 units.

2. A regular student may not take less than 12 units without petition.

3. A student with a single failure may not take more than 16 units the following semester.

4. A student placed on probation is not permitted to enroll for more than 14 units of work in addition to physical education activity.

5. The method of petitioning for units in excess of the normal load (17 units) is as follows:

a. The student secures a blank petition from the registrar and fills it as indicated.

b. It is signed by the head of his department and by either the dean of men or the dean of women.

c. The student returns the petition to the registrar, who later reports to the student the action of the credentials committee in the case.

Approval of excess units will be given only to students whose scholarship average of 2.5 for the past semester indicates ability to carry the work. Petitions of this type must be filed on or before Friday of the second week in the semester.

6. A semester program card must be filed at the time of registration. Any change after this may be made only by petition. New courses may not be added after the third week.

7. For procedure in dropping a subject see "Withdrawals and Dropped Subjects," page 29.

## SCHOLARSHIP STANDINGS

Scholarship After Entrance is Rated on a Five-point Scale as Follows:

A—Superior, B—Good, C—Average, D—Poor, and F—Failure.

### Grade Points.

The quality of a student's work is further expressed in grade points. An A gives three grade points per unit; a B gives two grade points per unit; a C gives one grade point per unit; a D has no grade point value, and one grade point is deducted for every unit which has the grade F. No student will be graduated whose total grade points do not equal his total units. For work marked "Incomplete," or "Withdrawn," the student receives neither units nor grade points. Completed work will be duly credited.

### The Count.

When it is desirable to consider both quantity and quality of work done by the student, as in figuring for probation and dismissal, the count is used.

The count is defined to be the sum of the grade points and the units made by the student.

### General Provisions Concerning Scholarship.

1. No person shall be graduated who has not made an average grade of "C."

2. All transcripts of record issued to students who have not attained a graduating average, and those issued to provisional students who have not achieved regular status bear the stamp *Provisional, Probational or Disqualified Standing*.

3. No person is admitted to work in supervised teaching whose total average in the institution is below a "C" average (that is, whose total grade points are less than his total units). Any person already admitted to teaching whose total average shall fall below "C" is barred from teaching until the "C" average is reestablished.

4. **Warnings at midsemester.** Warning notices are sent at midsemester to students reported to be doing unsatisfactory work at that time: (D's or F's.)

A student who at the middle of any semester has unsatisfactory grades in more than 50 per cent of the units originally scheduled on his program card when filed, shall be interviewed by the deans.

5. **Failure** in any required course necessitates repetition of the course the first time it is given.

A student who fails in the first semester of a course may not continue the course until the failure is removed except upon special permission of the instructor. If such a student is permitted to continue a course the second semester and is reported as unsatisfactory at midsemester, he is thereby automatically dropped from the course.

**6. Incompletes.** An incomplete grade is given for work left unfinished at the end of any semester provided that the work completed thus far has been of passing grade.

Students receiving incompletes may take a second semester in the course before making up the incompletes *if the instructor approves*.

Incompletes not made up within a year become failures. The department head will check this.

Incompletes must be completely removed or definitely arranged for by the beginning of the last semester of the senior year.

### **Probation and Disqualification.**

1. If, at the end of any semester in college, a student fails to make twenty-two counts (the sum of units made and grade points), he is placed on *probation*. At the end of any semester, if the student fails to obtain 10 counts he is *disqualified*.

2. At the end of the second and any subsequent semester the student's entire record is compared with what would have been obtained had he done standard work. If seriously below standard, the result is probation; if very seriously below, disqualification.

3. Whenever a student is permitted to register for less than 12 units, proportional reduction in requirements is made.

4. A student who incurs probation at the end of the second and any subsequent semester will, so long as his probation continues, be disqualified at the end of any semester in which he fails to maintain a "C" average. So long as he maintains a "C" average on the work of each semester he will not be disqualified unless his work falls below the required general average.

**Reinstatement**, after disqualification, is possible only upon the completion of a semester's scholastic work with a program acceptable to and filed with the deans. Reinstatement is established upon the recommendation of the appropriate dean to the credentials committee.

Upon reinstatement a student is considered as being deficient in general average the smallest number of grade points that will result in his probation. This provision does not affect the number of grade points he must make to graduate.

A student who incurs a second disqualification is not eligible for reinstatement.

### **Withdrawals and Dropped Subjects.**

1. A student withdrawing from a class or from college for any reason should notify the deans and follow the usual withdrawal procedure.

2. Courses dropped during the first fifteen weeks of a semester are marked "W" or "F" depending on whether the student was doing passing or failing work at the time of withdrawal.

3. Courses dropped during the *last three weeks of the semester* will be marked "Inc." if of passing grade at the time of withdrawal. Otherwise they will be marked "F."

4. A student desiring to drop a subject which has once been signed for by any instructor on his semester program card, or to take up a new

subject after the semester program card has been filed, must apply to the registrar for the requisite blank petition and follow the procedure thereon provided. Permission to change program will be granted upon recommendation of dean of men or dean of women, only for extraordinary reasons, such as serious illness, etc.

5. A subject irregularly dropped automatically becomes a failure.

#### **Absence and Honorable Dismissal.**

**Excuses for unavoidable absence** from class may be secured from the dean of men and the dean of women.

**Application for a brief leave of absence**, to expire on a definite date, should be made to the deans.

No excuses for absence will relieve the student from the necessity of completing all the work of each course to the satisfaction of the instructor in charge.

**Honorable dismissal** will be granted to students in good standing who find it necessary to leave the institution before the close of any semester. It will be granted on petition to the credentials committee by securing the appropriate petition slip from the registrar.

**Indefinite leave of absence** may be secured from the appropriate dean and notice filed with the registrar.

Students disqualified by reason of scholarship deficiencies, students on probation, and students under suspension are not regarded as students in good standing.

Students who discontinue their work without formal leave of absence do so at the risk of having their registration privileges curtailed or entirely withdrawn.

#### **Examinations.**

1. Examination requirements for any semester course shall consist of a minimum of four examinations, to be given within regular class hours, and distributed throughout the semester at the discretion of the instructor.

2. A student who misses any announced examination is not entitled to special examination except upon approval of the appropriate dean and the payment of \$1 to the financial secretary. The student will present the receipted permission slip to the instructor at the time of the special examination.

The last examination of the fall semester will be definitely scheduled by the institution during the final week of the semester.

# GENERAL REQUIREMENTS FOR GRADUATION AND CERTIFICATION

---

All students who are candidates for degrees and for certification to teach must meet certain requirements set up by the State Board of Education, by the college, and by the several departments within the college.

## DEGREE REQUIREMENTS

### A. Prescribed by the State Board of Education.\*

Units required for graduation are 124, of which 64 are normally completed in lower division and 60 in upper division.

Required courses to be completed in lower division aggregate 35 units, and include 12 units of social sciences, 12 units of natural sciences, 6 units of English, 3 units of psychology and 2 units of physical education. A detailed discussion of this requirement will be found in the section on lower division, page 35.

Required courses to be completed in upper division include the professional courses, not less than 12 and not more than 40 units of which may be in the field of education. A minimum of 4 semester hours of directed teaching is required of all candidates for credentials.

The special departmental majors are limited to 36 to 40 semester hours of required courses and 8 semester hours of departmental electives.\*\*

### B. Additional requirements within this institution.

**Residence Requirement.** Of the 124 or more units required for a bachelor's degree, at least 30 must have been completed in this college in residence.

**Extension work** may be allowed under approved conditions, not to exceed 30 units in amount. However, teachers in service are not permitted by state board regulation to take more than 10 units of work during the school year.

**English A.** An examination in English composition must be taken by all entrants at their first registration. Admission to courses in the English department is postponed until students are able to pass this examination. For details, see English Department, page 71.

**Foreign Language and Mathematics.** It is strongly recommended that students planning to enter this institution should complete in high school two years of foreign language and two years of mathematics other than arithmetic.

**Physical Education.** Three units of physical education, distributed over the four years of the college course, are required of all students. This includes the two units prescribed by the State Board of Education.

\* Bulletin H-1, 1930. State Board of Education.

\*\* Ruling of the State Board of Education, January 6, 1934.



**Majors and Minors.** The work of the college is, in general, arranged so that the student selects a major field of study, and one or more minor fields, varying with the type of credential he desires to obtain. There is considerable variation in the minor requirements for different credentials, and the candidate should study each department section carefully, in this matter, and consult the department head before planning his program.

**A major** in this institution is defined as follows:

- (a) Lower division work of not less than 12 units in a given subject or field; and
- (b) Upper division work of from 18 to 24 units additional in the same subject or field.
- (c) Majors will aggregate from 30 to 50 units. No major may include more than 50 units.

**A minor** in this institution is defined as follows:

- (a) Lower division work of from 6 to 12 units in a given subject or field; and
- (b) Upper division work of from 6 to 10 units additional in the same subject or field.

**Choice of minors.** The student should be guided in the choice of his minor field by the advice of the head of his major department, but the actual courses selected to make up the minor must be approved by the head of the department in which the minor is sought. Outlines for departmental minors may be found under the department sections in this bulletin.

**In general** minors are designed to give breadth and background in the training of the teacher, although they may also serve the purpose of providing him with a second subject which he can teach if necessary. Some combinations of subjects are better teaching combinations than others. Some combinations are better than others in transfer credit and as preparation for graduate study. The future plans of the individual student will determine which of these aspects should have greater weight in choice of the minor. Normally, a student majoring in a special department should choose an academic minor. This will give better cultural background, and furnish a better balanced course for transfer to graduate standing. Students in special departments who choose a minor in another special field should realize that such a combination may give an unduly heavy program of nonacademic subjects.

**Changing a major field.** A student in the upper division who desires to change his major will consult the dean of the upper division, indicating the change he wishes to make. The dean of the upper division will then confer with the head of the department in which the student is registered, and, upon their agreement as to the desirability of the transfer, may approve the change. The credentials committee, upon receipt of the proper blank, signed by the head of the department in which the student is registered and the dean of the upper division, will evaluate the student's previous records and assign standing in the department to which he has transferred.



**LOWER DIVISION****William Ashworth, Dean**

The lower division aims to be of immediate service to all worthy and eligible young people who may wish to profit by its opportunities to pursue collegiate study. While this study is open to all deserving students, yet this higher training should be rightly reserved for those best fitted, both by aptitude and mental capacity, to pursue it with profit to themselves and with honor to the institution. The lower division offers the first two years' study and training in practical arts and sciences and in liberal arts and sciences. The offerings in the former are largely technical and professional, the latter more flexible and cultural. Neither exerts undue influence upon the other; both integrate to form a unit organization that serves with mutual advantage to the student and to the college. The lower division organization presents all the courses and viewpoints of the standard college, together with beginnings in special departmental fields of more advanced investigation.

Both sections of this twofold organization are largely foundational in character. It is the purpose of the lower division to help the student lay as broad a base as possible on which to erect the superstructure of his later study. Top-heavy or unbalanced programs are discouraged. Should the student find it necessary to leave college at the end of his second year, it should be with the satisfaction of a sound mental point of view, some positive suggestions of a technique for his own cultural progress, and a stimulus to enlarge his increasing interests and abilities that he may fit more effectively into a society that expects his leadership and his service.

From the point of view of finances, the lower division should appeal to many students who wish to save the expense of attending a more distant college, since the courses offered here are almost identical with those offered in other colleges and universities. Doubtless many will welcome the opportunity to secure collegiate work toward the B.A. degree and still remain free from high tuitions and traveling expenses. This, together with the more intimate relations possible between the student and his instructors in a small college, assures for him considerable freedom from the anxieties of adjustment attendant upon entering a new environment.

In some instances, however, a student in his preparation for entrance into the upper division here may not find the professional offerings of this college suitable for his career. Should this be the case, any student who does not find his adjustment here may use the standard courses pursued in the lower division for transfer at their face value should he wish to go elsewhere for his advanced study and research.

First and second year students are grouped under two heads:

1. **Lower division classified** students are those who choose a major leading to the B.A. degree from any of the following fields:

a. With a credential authorizing the holder to teach:

1. The kindergarten-primary curriculum.
2. The elementary curriculum.
3. The junior high school curriculum.
4. Home economics.

5. Industrial education.
  6. Art education.
  7. Physical education.
- b. Without a credential—presecondary curricula :
1. English.
  2. History.
  3. Home economics.
2. **Lower division unclassified** students are those who decline to choose a major field. Many students prefer to reserve their choice, electing courses with greater freedom, though the general group requirements remain practically the same. Their selections may be exploratory or they may be directed toward some definite upper division work, this of course, being preferable. As a rule, however, any selection showing a reasonable balance will be approved by the counselor, whose advice should be freely sought. Should an unclassified student wish to choose one of the above majors, he will be permitted to adjust his program on consultation with the dean of the lower division. Unauthorized changes are not allowed.

Neither the lower division classified nor the lower division unclassified students may change their department affiliations or their courses of study without first filing a written notice of the contemplated change with the dean of the lower division. However, lower division unclassified students may choose a major at the beginning of any semester, subject only to the approval of the dean of the lower division and an evaluation of their previous record in terms of the department chosen. This applies also to lower division transfers from other colleges or junior colleges.

### THE CURRICULUM IN LOWER DIVISION

It is expected that the student will complete in lower division from sixty (60) to sixty-four (64) units of work. Approximately thirty-five (35) of these units must be in certain fields designated by the State Board of Education. The remaining units will be in courses selected to meet the major and minor requirements of the student's preferred field of study, or such other selections as may be approved by the dean of the lower division. The state board requirements for degree courses are minimum requirements which must be met by every department of the college. Additional requirements are set up by the different departments as deemed necessary for adequate preprofessional training for the respective fields of teaching.

Whenever a student has done in high school more than the normal amount of work in any field, it may be credited in the college, not however reducing the number of units for graduation.

The lower division courses are distributed as follows:

**Degree Requirements** of the state board and of the local institution.

**a. Social Sciences, 12 units.**

This requirement may be satisfied by selection from the following courses:

History 2A-B, 6 units	Geography 1A-B, 6 units
History 3A-B, 6 units	Sociology 1A-B, 6 units
History 5A-B, 6 units	Economics 1A-B, 6 units
Political Science 1A-B, 6 units	

A course in American constitution is required of all candidates for teaching credentials and degrees. In this institution, this requirement is satisfied by Political Science 1B.

**b. Natural Sciences, 12 units.**

Six (6) units of chemistry, physics, physiology or zoology taken in high school may be allowed on the science requirement, but with no reduction of total units to be completed. When this substitution is made, six (6) units in general electives will replace the six (6) science units. Work taken in college in fulfillment of the natural science requirement must include at least two units of laboratory credit.

The lower division offerings from which selections may be made to meet the natural science requirements include:

Science 50A-B, physiology, 6 units
Science 51A-B, Physiology and Bacteriology, 6 units
Science 60A-B, General Zoology, 10 units
Science 40A-B, General Botany, 8 units
Science 1A-B, Inorganic Chemistry, 6 units; or
Science 2A-B, Inorganic Chemistry, 10 units
Science 5A-B, Organic Chemistry, 6 units
Science 20A-B, General Physics, 6 units

**c. English, 6 units.**

An examination in English composition must be taken by all entrants at their first registration. Admission to courses in the English department is postponed until students are able to pass this examination. For details, see English department, page 71.

English 18A-B, English Composition, fulfills the minimum English requirement of 6 units.

**d. Psychology, 3 units.**

Satisfied by Psychology I, General Psychology, taken in the sophomore year.

**e. Physical Education, 2 units in lower division.**

Satisfied for women by Physical Education 1A, B, C, and 2.

Satisfied for men by Physical Education 51A, B, C, and 52.

**f. Freshman Problems,  $\frac{1}{2}$  unit each semester of freshman year.**

A year course in consideration of academic and personal adjustments to college life. A development of reasoned attitudes toward the problems of collegiate experience.

- g. **Orientation course** in the field of education, 3 units.

The state requires of all candidates for degrees from institutions a minimum of 12 units in professional courses in education, including an orienting course giving a broad view of the scope and historical development of American education. Education 57, Introduction to the Study of Education, is designed to meet this general cultural requirement, and is prerequisite to all the upper division professional courses.

- h. **Modern Language** is also offered in lower division, and is a requirement in certain departments. All students are strongly urged to elect modern language wherever possible.

## **II. Beginnings in Majors and Minors.**

Besides the foregoing list of required subjects, there remain from 22 to 26 units in the lower division which may be applied to laying foundations toward major and minor fields in the upper division. The student should make a start of at least 12 units toward his chosen field of study. If he chooses a major department which permits or requires minors, he should complete in lower division from 6 to 12 units toward that minor. The student will do well to consult his advisers before finally selecting his minor fields. (Both majors and minors are discussed in full under each department section of this bulletin.) These courses together with other beginnings in majors and minors must reach a grand total of lower division work of 60 to 64 units. The student will select additional courses either from the state requirements or from institutional offerings in the following fields:

Art	Music
Education	Physical Education
English	Psychology
Foreign Language	Philosophy
Home Economics	Natural Science
Industrial Arts	Social Science
Mathematics	

## II. Typical Program in Lower Division.

## LOWER DIVISION

	Freshman Year	1st Semester	2nd Semester	Year
English -----		3	3	6
English Composition 18A-B.				
Social Science -----		3	3	6
History 2A-B, or 3A-B, or 5A-B				
or				
Geography 1, 2.				
Science -----	3 to 5	3 to 5	3 to 5	6 to 10
Biological—Physiology 50A-B, or 51A-B, or				
or Botany 40A-B, or Zoology 60A-B,				
Physical— Inorganic Chemistry 1A-B or 2A-B.				
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1
Freshman courses, 1A, 1B or 51A, 51B.				
Freshman Problems -----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1
Electives and requirements toward majors and minors -----	4 to 6	4 to 6	4 to 6	8 to 12
	16	16	16	32
	Sophomore Year	1st Semester	2nd Semester	Year
Social Science -----		3	3	6
Sociology 1A-B, or				
Economics 1A-B, or				
Political Science 1A-B.				
Science -----	3 to 5	3 to 5	3 to 5	6 to 10
Physical— Inorganic Chemistry 1A-B or 2A-B,				
or				
Organic Chemistry 5A-B, or				
Physics 20A-B,				
Biological—Botany, Zoology, Physiology.				
Physical Education -----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1
Sophomore courses, 1C and 2, or 51C and 52.				
Psychology -----	3	3	3	3
Psychology 1 (either semester).				
Education -----	--		3	3
Orientation course, 57 (either semester).				
Electives and Requirements toward majors and minors -----	4 to 6	4 to 6	4 to 6	8 to 12
	15 $\frac{1}{2}$	15 $\frac{1}{2}$	15 $\frac{1}{2}$	31



## UPPER DIVISION

Charles L. Jacobs, Dean

The upper division embraces the last two years of the college course. Students are re-evaluated for admission to this division. The basis of admission to the teacher-certificating courses includes scholarship, physical fitness, social and moral qualifications and professional promise. Each case is carefully reviewed, and acceptable students are duly notified before upper division work is started.

It is here in the upper division that the definite professional work is begun. Those students who up to their entrance into upper division have not yet determined upon a major field must at this time do so. The decision may be made to enter one of the curricula leading to teaching credentials in the fields of kindergarten—primary, elementary, junior high school, home economics, industrial education, art or physical education, or to affiliate with one of the presecondary, noncredential curricula in the field of English, history or home economics. Those who elect to major in one of the latter groups may secure a teaching credential by working a fifth year in some one of the several colleges in this state which are authorized to prepare and certificate senior high school teachers. The head of the department in which the student registers becomes the student's chief adviser. To this adviser the student should go for all program making and other curricular and professional problems.

It is highly desirable that the student make his choice of department major with great care. Personal preference, individual qualifications and future ambitions should be carefully weighed. It should be kept in mind that change of department after entering the upper division is likely to prove costly in both units and time. Should the student desire to change his major, he should consult the dean of the upper division before seeing either the head of his department or the head of the department he desires to enter. The dean of the upper division will thereafter handle the case and notify the student and the heads of the departments concerned when the change is consummated. Change from one department to another may be made only at the close of any semester.

Upper division work covers 60 to 64 units of required professional courses in education and the student's major field of teaching, and electives. Not more than 40 units may be taken in the field of education, and not less than 40 units of the total requirements for upper division must be selected from upper division courses. The upper limits of departmental requirements are set by the State Board of Education at 48 units, not more than 40 of which are definitely prescribed, with at least 8 units of departmental electives. Units taken in excess of these amounts in any department major can not be credited for graduation.

Upper division courses are numbered from 100 to 199. Lower division courses carry numbers below 100.

Students who desire to make a success of their future teaching work should keep in mind the fact that not alone scholarship but also social ability and moral character are of primary importance. All upper division students are therefore urged to actively enter the social activity of the college, to seek student offices for which they may by disposition be qualified, and in all affairs seek to achieve a reputation for living up to the social and moral code.



**STATE REQUIREMENTS FOR TEACHING CREDENTIALS**

All of the curricula in this college except those designated as pre-secondary curricula, lead to credentials to teach in the public schools of California. The State Board of Education has set up requirements for each of these credentials, and the curricula in the various departments have been planned to include provisions covering all requirements. There are certain general requirements to be met by every candidate for a teaching credential, and certain specific requirements for each type of credential.

**General requirements for all credentials obtained through this College.**

1. Completion of a four-year college course with a bachelor's degree, preceded by graduation from a four-year high school.
2. A recommendation from the school or department of education of the institution that the applicant shows promise of success as a teacher.
3. A certificate that the applicant is physically and mentally fit to teach.
4. Certain minimum academic and professional work including:

- a. State law requirement in American constitution.

All candidates for teaching credentials are required to pass a course in Principles and Provisions of the Constitution of not less than two semester hours, taken in a California teacher-training institution. In this institution, this requirement is satisfied by Political Science 1B.

- b. A minimum of 16 semester hours of work in the fields of science, English, social science and physical education.
- c. A minimum of 15 semester hours of professional work in education including:
  1. An orienting course giving a broad view of scope and historical development of the problems of American education, covered in this college by Education 57, Introduction to Education, which is prerequisite to all education courses in the upper division.
  2. A course dealing with the aims, scope and desirable outcome of the elementary or secondary school.
  3. A course in educational psychology.
  4. Principles of teaching with directed teaching in appropriate fields, and suitable methods courses. Requirements vary in the different fields and for different credentials.

**CURRICULA LEADING TO TEACHING CREDENTIALS**

**Kindergarten-Primary Teachers' Curriculum**, leading to a kindergarten-primary credential. (Kindergarten to third grade, inclusive.)

- a. Each candidate must complete a major in professional courses in education, including adequate preparation in the statutory school subjects, with eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects.

- b. Each candidate must complete two minors in teaching subjects.  
For details, see pages 36, 54.

**Elementary School Teachers' Curriculum**, leading to an elementary credential. (Grades one to eight, inclusive.)

- a. Each candidate must complete a major in professional courses in education, including adequate preparation in the statutory school subjects, with eight units in directed teaching. No credit may be given for courses designed to remove deficiencies in preparation in the statutory subjects.
- b. Each candidate must complete two minors in teaching subjects.  
For details, see pages 36, 55.

**Junior High School Teachers' Curriculum**, leading to a junior high school credential.

- a. Each candidate must complete at least 18 units in professional courses in education, including not less than 4 units in directed teaching.
- b. Each candidate must complete a major and a minor in subjects taught in high school, or a major in education and two minors in high school subjects.  
For details, see pages 36, 57.

#### **Combination of Curricula.**

Each of the above curricula requires four years. Combinations leading to two credentials may be made, but will require a longer time for completion.

For possible combinations of curricula see pages 54, 55, 56, 58.

#### **Pre-Secondary School Teachers' Curriculum.**

- a. Each candidate must complete at least 12 units in professional courses in education.

It is recommended that selection be made from among the following: Educational Psychology, Educational Sociology, History of Education, Philosophy of Education, Growth and Development of the Child, Principles of Junior High School Education.

- b. Each candidate must complete a major and a minor in subjects or subjects fields usually taught in high schools.
- c. No credential is given until graduate requirements for secondary certification have been completed.

At present, the college offers presecondary curricula in the fields of history, English and home economics.

#### **Curricula Leading to Special Credentials in the Secondary School Subjects.**

The college has four departments offering curricula which lead to special credentials on the secondary level.

- a. Curriculum leading to *Special Credential in Art.*
- b. Curriculum leading to *Special Credential in Home Making.*
- c. Curriculum leading to *Special Credential in Industrial Education.*
- d. Curriculum leading to *Special Credential in Physical Education.*

The departmental majors are limited by ruling of the State Board of Education to 36 to 40 units of required work, and not to exceed 8 units of departmental electives.

In all departments a minimum of fifteen semester hours in education, including not less than four units of directed teaching, are required. For minor requirements see the section of this bulletin dealing with the department concerned.

It is understood that proficiency in any part of the curricula herein provided for, when properly ascertained by the faculty of the college, shall be deemed sufficient satisfaction of the items of the curriculum covered; provided, that no student shall be graduated from any curriculum on less than 30 units of work done in residence.

### **ADMINISTRATIVE AND SUPERVISORY CREDENTIALS**

Administration and Supervision credentials are granted by the State Board of Education. For the full requirements for these credentials, the candidate should consult Bulletin H2 of the California State Board of Education.

This college offers a number of courses, which when completed by teachers with two or more years of teaching experience will count toward these credentials.

#### **School Administration Credential.**

This credential authorizes the holder to administer public education and engage in such school supervision as may properly be included in the duties of the superintendent, deputy superintendent, principal of school and supervisor of nonspecial instruction. Service upon this credential may be performed only within the grade of general teaching credential held.

The following courses are offered by this college to apply on this credential:

Required courses—

- History of Education in the United States
- Philosophy of Education
- Educational Tests and Measurements
- Growth and Development of the Child
- School Administration and Supervision

Courses from which five semester hours may be selected:

- Junior High School Administration
- Organization and Supervision of Elementary Education
- Organization and Administration of Vocational Education
- Statistical Methods
- Rural Education
- The Elementary School Curriculum.

#### **School Supervision Credential, Class A.**

This credential authorizes its holder to engage in general supervision in the grades authorized by his general teaching credential. It requires 15 semester hours of professional courses relating to school organization, administration and supervision, selected from the following:

**Required—**

10 semester hours selected from not less than four of the following courses:

School Organization and Supervision (required)  
Growth and Development of the Child (required)  
Philosophy of Education  
History of Education in the United States  
Educational Tests and Measurements  
The Curriculum

**Elective—**

5 semester hours selected from the following group:

Rural Education  
Educational Sociology  
Problems of Supervision  
Vocational Guidance  
Relation of Community Agencies to Public Education  
Modern Practice and Experiment in Education  
Methods in Mental Diagnosis

**Special Supervision Credential, Class B.**

This credential authorizes its holder to engage in supervision in the field named on the credential. It requires 10 semester hours of professional courses relating to school organization and supervision, selected from the following:

**Required—**

4 semester hours selected from at least two of the following:

Growth and Development of the Child (required)  
Philosophy of Education  
History of Education in the United States

**Elective—**

6 semester hours selected from the following:

Organization, Objectives and Supervision of Instruction in Special Subject (required)  
Tests and Measurements in Special Subject  
Problems of Supervision  
Vocational Guidance

**Departmental Supervision Credential, Class C.**

Requires 5 semester hours of professional courses relating to school organization and supervision, selected from:

Problems in Organization and Supervision of a Department (required)  
Organization and Supervision of Instruction  
Educational Measurements, including Tests in Special Field, if available

## ART DEPARTMENT

---

	Mrs. Croswell	
Mr. Cheever	Mrs. Doolittle	Mrs. Fish
Mr. Griffin		Mr. Lawhorne

### General Requirements for Graduation With a Major in Art.

Candidates for degrees with a major in art must fulfill all the State Board and general institutional requirements which are set forth on pages 31, 32.

### Departmental Requirements.

**Lower Division:** Beginnings are made in lower division toward the department major. There is a definite sequence of preliminary art courses preparatory for the upper division professional work.

	Units
Art 1—Design and Color-----	2
Art 3—Applied Design, Toys-----	2
Art 5—Stage Design -----	2
Art 10—Elementary Freehand Drawing-----	2
Art 11—Watercolor Painting -----	2
Art 12—Lettering -----	1
Art 14—Poster -----	2
Art 19—Public School Art-----	2

**Upper Division:** Thirty-three units of upper division courses in art are required for the major.

Art 101—Advanced Design and Color-----	2
Art 102A—Weaving -----	1
Art 105—Costume Design -----	2
Art 106—Pottery -----	3
Art 108—Leather Tooling and Bookbinding-----	2
Art 113—Modeling -----	2
Art 114—Interior Decoration -----	2
Art 115A-B—Figure Drawing from Life-----	4
Art 115C—Drawing and Painting from Life-----	2
Art 116—Pictorial Composition, Landscape and Oil-----	2
Art 118A-B—Art History and Appreciation-----	3

Total required art units-----	40
-------------------------------	----

### Minor.

Each candidate for graduation with a major in art may complete a minor selected from the following fields:

English	Industrial Education
Home Economics	Music
Social Sciences	Physical Education
Foreign Language	



**Art Electives.**

To satisfy the needs of art majors who desire additional art courses beyond those required for the degree, a variety of art course offerings will be made during the four years. A choice of eight units from this group of art electives will apply on the 124 units required for graduation.

The list of elective art courses to be offered at various times within the four year period is as follows:

	Units
Art 2—Basketry -----	1
Art 13—Pencil Sketching and Composition -----	2
Art 15—Elementary Figure Drawing -----	2
Art 103—House Design -----	1 or 2
Art 104—Jewelry -----	2
Art 107—Applied Design—Textiles -----	2
Art 110—Art Needlework -----	2
Art 112—Applied Design—Carving -----	2
Art 113B—Modeling -----	2
Art 119—Block Printing -----	2
Art 120—Figure Composition—Oil Painting -----	2

**Credentials.**

- Special secondary credential in art.** Students receiving the degree with a major in art also earn a teaching credential which permits them to teach art in the elementary, junior high or high school.
- Junior high school credential** may be obtained in addition to the special secondary, by completing twelve additional units in education during an additional semester or in summer sessions.
- General elementary credential** may be obtained in addition to the special secondary, by completing 25½ additional units in the field of elementary education during additional semesters or summer sessions.
- General secondary credential.** In order to obtain a general secondary credential, in addition to the art credential, the student will have to work an additional year at an institution authorized to give this credential.
- Supervisor's credential.** In addition to the certification for teaching art in elementary and secondary schools, the requirements for a supervisor's credential in art may be met by the following courses:

Education 195 (Art)—Organization, Objectives and Supervision of Instruction in Art Education -----	3 units
Education 195A (Art)—Problems of Supervision in Art Education -----	3 units

See Education Courses, page 67.

Students wishing an art major and another credential will, in general, find time is saved by first majoring in the art department.

**Technical Courses in Art.**

Persons who do not desire to teach, but who wish to enter eventually one of the professional art fields such as interior decoration, costume design, commercial art, advertising, occupational therapy or pottery, may



select from the offerings of this department many foundational courses. The following lists suggest some possibilities along these lines.

**Toward the field of interior decoration.**

	Units
Art 1 and 101—Design and Color-----	4
Art 10—Elementary Freehand Drawing-----	2
Art 11—Water Color Painting-----	2
Art 12—Lettering -----	1
Art 13—Pencil Sketching -----	2
Art 102—Weaving -----	1
Art 107—Applied Design—Textiles, Batik-----	2
Art 108—Leather Tooling -----	2
Art 110—Art Needlework -----	2
Art 112—Applied Design—Carving -----	2
Art 114—Interior Decoration -----	4
Art 118A-B—Art History and Appreciation-----	3
Art 119—Block Printing -----	2
	<hr/>
	29

**Toward the field of costume design.**

Art 1 and 101—Design and Color-----	4
Art 10—Elementary Freehand Drawing-----	2
Art 11—Water Color Painting-----	2
Art 12—Lettering -----	1
Art 13—Pencil Sketching -----	2
Art 15—Elementary Figure Drawing-----	2
Art 102—Weaving -----	1
Art 105—Costume Design -----	4
Art 107—Applied Design—Textiles, Batik-----	2
Art 115A—Figure Drawing -----	2
Art 118A-B—Art History and Appreciation-----	3
	<hr/>
	25

**Toward the fields of commercial and advertising art.**

Art 1 and 101—Design and Color-----	4
Art 3—Applied Design—Toys -----	2
Art 10—Elementary Freehand Drawing-----	2
Art 11—Water Color Painting-----	2
Art 12—Lettering -----	1
Art 13—Pencil Sketching -----	2
Art 14—Poster -----	4
Art 105—Costume Design -----	2
Art 114—Interior Decoration -----	2
Art 115A-B—Figure Drawing from Life-----	2
Art 116—Pictorial Composition, Landscape-----	2
	<hr/>
	27

Toward the fields of occupational therapy and playground activities.

	Units
Art 1—Elementary Design and Color-----	2
Art 2—Basketry -----	1
Art 3—Applied Design, Toys-----	2
Art 15—Figure Drawing -----	2
Art 19—Public School Art-----	2
Art 102—Weaving -----	1
Art 106—Pottery -----	3
Art 108—Leather Tooling and Bookbinding-----	2
Art 113—Modeling -----	2
Art 104—Jewelry -----	2
Art 107—Applied Design, Textiles, Batik-----	2
Art 110—Art Needlework -----	2
Art 112—Applied Design, Carving-----	2
Art 117—Block Printing -----	2
	<hr/>
	27

SUGGESTED PROGRAM FOR MAJORS IN ART

LOWER DIVISION—FRESHMAN YEAR

First Semester	Units
Science—Biological or Physical-----	3
English 18A—English Composition-----	3
History 2A—History of Europe-----	3
Art 1—Design and Color-----	2
Lectives, academic-----	3
Freshman Problems-----	$\frac{1}{2}$
Physical Education 1A or 51A—Freshman Activities-----	$\frac{1}{2}$
	<hr/> 15

Second Semester	
Science—Biological or Physical-----	3
English 18B—English Composition-----	3
History 2B—History of Europe-----	3
Art 19—Public School Art-----	2
Art 10—Elementary Freehand Drawing-----	2
Lectives, academic-----	3
Freshman Problems-----	$\frac{1}{2}$
Physical Education 1B or 51B—Freshman Activities-----	$\frac{1}{2}$
	<hr/> 17

SOPHOMORE YEAR

First Semester	
Science 103—Science of Dyeing-----	2
Political Science 1B or equivalent—Government-----	3
Psychology 1—General Psychology-----	3
Art 11—Water Color Painting-----	2
Art 12—Lettering-----	1
Lective, art or academic-----	5
Physical Education 1C or 51C—Sophomore Activities-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

Second Semester	
Education 57—Introduction to Study of Education-----	3
Art 3—Applied Design, Toys-----	2
Art 14—Poster-----	2
Art 5—Stage Design-----	2
Lectives, art or academic-----	6
Physical Education 2 or 52—Sophomore Activities-----	$\frac{1}{2}$
	<hr/> 15 $\frac{1}{2}$

## UPPER DIVISION—JUNIOR YEAR

First Semester		Unit
Education 175—Educational Psychology-----		3
Education 190 (Art A)—Teachers Course in Art, Elementary-----		2
Art 101—Advanced Design and Color-----		2
Art 106—Pottery -----		3
Art 113A—Modeling -----*		2
Electives, art or academic-----		2
Physical Education 160A—Junior Elective Activity-----		$\frac{1}{2}$
		14 $\frac{1}{2}$

## Second Semester

Education 190 (Art B)—Teachers Course in Art, Secondary-----	2
Education 105—Costume Design -----	2
Art 114—Interior Decoration -----	2
Art 115A—Figure Drawing -----	2
Electives, art or academic-----	8
Physical Education 160B—Junior Elective Activities-----	$\frac{1}{2}$
	<hr/>
	16 $\frac{1}{2}$

## SENIOR YEAR

## First Semester

Education 173—Secondary Education -----	2
Education 192A (Art)—Directed Teaching-----	2
Art 108—Leather Tooling and Bookbinding-----	2
Art 115B—Figure Drawing from Life-----	2
Art 116—Pictorial Composition, Landscape—oil-----	2
Art 118A—Art History and Appreciation-----	1
Electives—Upper division art or academic-----	4
	<hr/>
	15

## Second Semester

Education 192B (Art)—Directed Teaching-----	3
Art 102—Weaving -----	1
Art 115C—Drawing and Painting from Life-----	2
Art 118B—Art History and Appreciation-----	2
Electives—Upper division art or academic-----	6
	<hr/>
	14

## MINORS IN ART

The art department offers two minors—one a teaching minor, including some methods and directed teaching, and the other an academic minor intended for those students who desire technical art training only.

Students in the academic departments of the college, who do not receive a teaching credential with their degree, may substitute upper division art courses for those marked with an asterisk \* in the minor as set up below.

Lower Division -----	6 or 13 units
Art 1—Design and Color-----	2 units
*Art 19—Public School Art-----	2 units
Art 10—Elementary Freehand Drawing-----	2 units
Art 11—Water Color -----	2 units
Art 12—Lettering -----	1 unit
*Art 3—Applied Design—Toys -----	2 units
*Art 14—Poster, or }-----	2 units
*Art 5—Stage Design }	

Upper Division -----	6 or 12 units
*Education 190A (Art)—Teachers' Course in Elementary Art -----	2 units
*Education 192A (Art)—Directed Teaching-----	1 unit
Art 118A-B—Art History and Appreciation-----	3 units
Art 15—Figure Drawing from Life-----	2 units

Students who take the professional minor in art must do Education 192A (Art) under the direction of the art department.

## DESCRIPTION OF ART COURSES

### LOWER DIVISION COURSES

#### Art 1. Design and Color (2).

The principles of art structure as developed in design and color are the foundation of all art work. Problems are given involving original studies in spacing, line, composition and color harmony, as applied to orders, surfaces and textiles.

#### Art 2. Basketry (1).

This course deals with the preparation of materials, including dyeing and staining. Instruction is given in making sewed and woven baskets from original designs. Raffia, reed, and native materials are used.

The handicraft arts of the American Indians, and other peoples, both ancient and modern, are studied. Collections of photographs or tracings are made and reports given.

#### Art 3. Applied Design (Toys) (2).

The principles of design and color applied in original patterns for toys, constructed with cardboard, beaver-board, and wood. Painted with poster and enamel paint. Prerequisite: Art 1 and Art 10.

#### Art 5. Stage Design (2).

Problems of color, costume, and lighting for the staging of plays, developed to scale in miniature, and, when possible, executed in full proportions. Prerequisite: Art 1 and 10.

#### Art 10. Elementary Freehand Drawing (2).

Lectures are given on freehand perspective, followed by practical application of the principles to the sketching of objects, interiors, exteriors, street scenes, and landscapes, in accented outline and light and shade. Pencil rendering.

**Art 11. Water Color Painting (2).**

Still life compositions in water color. Prerequisite: Art 10.

**Art 12. Lettering (1).**

Instruction in fundamental principles of lettering, using pencil, brush, and pen in their application to poster illumination, illustration, and commercial layout. Design the basis of fine lettering.

**Art 13. Pencil Sketching and Composition (2).**

Outdoor sketching of landscape, trees, buildings. Pencil is the medium used. Prerequisite: Art 10.

**Art 14. Poster (2).**

The principles of advertising are studied and various types of designs are made with application to the commercial and theater poster in black and white and color. Prerequisite: Art 1+10+12.

**Art 15. Elementary Figure Drawing from Life (1).**

Fundamental construction in drawing the human figure in action, definitely applied to elementary school problems.

**Art 19. Public School Art (2).**

Arranged and offered for students preparing to teach in the kindergarten, elementary grades and junior high schools. The problems are arranged to apply definitely in the integration of art with life, and are for the purpose of developing in the minds of children a knowledge and appreciation of the principles of line, form, color and design. Each problem has a definite industrial application, and is suggested by the immediate environment. The materials selected are those which children may use successfully. Posters, furniture, fabrics, toys developed through paper and cardboard cutting, and other suitable materials; stick and linoleum block printing on paper or fabric; modeling animals, small figure compositions with plasticine and casting in plaster; sewing, making booklets, covering boxes and other similar problems are used.

Prerequisite: Art 1.

**UPPER DIVISION COURSES****Art 101. Advanced Design and Color (2).**

The problems in this course are a continuation of the study of art structure and its relation to design and color, expressed in fabric, pottery, book covers and other similar applications.

Prerequisite: Art 1.

**Art 102. Weaving (1).**

This course takes up the principles and processes of weaving, reading drafts, threading and treadling. Students exercise personal choice in the selection of articles which they weave. Rugs, scarves, table runners, luncheon sets, towels, hand bags, cushion covers, baby blankets and yardage suggest some of the problems. Cotton, linen, wool and silk are the materials used. The study of pattern, color and texture is stressed.



**Art 103. House Design (1).**

Lectures on the history and appreciation of architecture and studies of exteriors and interiors as applied to the home. A study of the materials used in house construction; drawing original plans to scale.

**Art 104. Jewelry (2).**

Making of buckles, fobs, chains, necklaces, rings, setting of stones, polishing and finishing of metal, coloring by chemical methods.

**Art 105. Costume Design (2).**

Study of mass, line, and composition in relation to the human figure as applied to costume. Original designs are made for the modern house and street costume, as well as for stage, festival, and pageantry. Pencil, ink, and water color rendering. Lecture on historic costumes.

Prerequisite: Art 1.

**Art 106. Pottery (3).**

A study is made of the composition clays and glazes; hand building and decorating forms from original designs; casting and pouring of forms; actual practice in using the kiln.

Prerequisite: Art 1.

**Art 107. Applied Design (Textiles) (2).**

Original designs are applied to textiles. Emphasis is given to design and color in batik, tie and dye, etc.

Prerequisite: Art 1 and Art 101.

**Art 108. Leather Tooling and Bookbinding (2).**

Line and carved Spanish tooling is developed in original design applied to bags, purses, book covers and other similar problems of the student's choice. Staining and dyeing of leather is taught in this connection. Modern and antique styles of tooling are studied.

Instruction is given in the mending, sewing and binding of books. Commercial, library and art hand binding are included. Books are bound in art papers, book cloth, and tooled leather. The mending of school books is demonstrated.

**Art 110. Art Needlework (2).**

The construction and application of various stitches, affording a medium for reproducing designs on clothing, articles for interior decoration, millinery, and all problems to which needlework is applied.

Prerequisite: Art 1.

**Art 112. Applied Design—Carving (2).**

Study of animal forms, figures and designs as applied to decoration in bas-relief and the round, developed in soap, plaster and wood.

**Art 113A. Modeling (2).**

Modeling from cast and life; casting.

**Art 113B. Modeling (2).**

Modeling from life and interpretive figure composition.

**Art 114. Interior Decoration and House Furnishings (2).**

Lectures on appreciation of art in the home with practical application of the principles of design and color used in decorating and furnishing. This course includes the choosing of wall coverings, furniture, rugs, hangings, china, and the study of period furniture. Training is given in rendering elevations and perspective in color through problems involving the treatment of walls, floors, ceiling and furniture.

Prerequisite: Art 1.

**Art 115A. Figure Drawing from Life (1).**

Lectures on anatomical construction of the human figure, application, drawing from life, head and costumed model with charcoal, chalk.

**Art 115B. Drawing and Painting from Life (2).**

From life, head and costumed figure, figure composition. Oil painting.

Prerequisite: Art 115A.

**Art 116. Pictorial Composition—Landscape Painting—Oils (2).**

Painting in oil, landscape composition.

Prerequisite: Art 10, 11, 13.

**Art 118A-B. Art Appreciation and History (1-2).**

Illustrated lectures on the history of architecture, sculpture, and paintings. Text—*Art Through the Ages*—Gardner.

**Art 119. Block Printing (2).**

Linoleum and wood block printing of pictorial and figure composition. Mediums used are water color, oil and inks in black and color.

**Art 120. Figure Composition—Oil Painting (2).**

Decorative compositions in various media, applied to beautifying wall spaces in the home and in public buildings.

Prerequisite: Art 115A and 116.

**Education 190A (Art). Teachers' Course in Secondary School Art.**

See education courses, page 64.

**Education 190B (Art). Teachers' Course in Secondary School Art.**

See education courses, page 65.

**Education 192A-B (Art). Directed Teaching.**

See education courses, page 66.

**Education 195A (Art). Organization, Objectives and Supervision of Instruction in Art Education.**

See education courses, page 67.

**Education 195B (Art). Problems of Supervision in Art Education.**

See education courses, page 68.

## EDUCATION DEPARTMENT

---

	Dr. Jacobs	
Miss Leonard	Miss Pond	Mrs. Price
Mr. Eichelberger	Mr. Ericson	Mr. Scalapino
	Dr. Bishop	

### **General Requirements for Graduation with a Major in Education.**

Candidates for degrees with a major in education must fulfill all the State board and general institutional requirements which are set forth on pages 31, 32.

Three major fields are included in the education department, namely kindergarten-primary education, primary education, and junior high school education. Before entering any of these fields, the student must obtain the approval of the head of the education department, who acts also as dean of the upper division of the college.

Introduction to Education is prerequisite to all other courses and should be taken in the sophomore year. This should be followed with educational psychology in the junior year. General psychology is a prerequisite to these courses.

**Scholarship requirement.** The average of all grades received in education courses, including directed teaching, must not fall below one grade point per unit. This ruling is extended to include all courses taken in minor fields by education majors.

**Directed teaching requirements.** Before a student may register for directed teaching he must have maintained an average of one grade point per registered unit.

At the conclusion of any semester, should his average drop below "C," the student may not reregister for directed teaching until the average grade becomes satisfactory.

No student may be graduated without an average grade of "C" in directed teaching. In case the average teaching grade falls below this standard, additional units beyond the total of 124 must be earned in directed teaching, until the average grade reaches the standard set.

Students with advanced standing may not receive college credit for experience in teaching before they have satisfactorily completed at least two units of directed teaching in this institution.

A student teacher shall receive credit only for teaching done in a college training school, or as an assistant to a regularly certificated teacher who shall supervise the work, unless supervision is provided by the college.

Directed teaching will ordinarily be assigned in Santa Barbara and vicinity, but in certain cases it may be advisable or necessary to make other arrangements.

**MAJORS OFFERED IN THE FIELD OF EDUCATION****I. Major in Kindergarten-Primary Education.**

This curriculum leads to a bachelor's degree and a credential\* entitling its holder to teach in the kindergarten and the first three grades.

**Special requirements within the field of the kindergarten-primary major.**

- a. Each candidate must complete the major requirements, including eight units in directed teaching. No credit is given for courses designed to remove deficiencies in preparation in the statutory subjects.
- b. **Minors.** Each candidate must complete two minors in teaching subjects, selected preferably from among the following:  
Music, Art, Physical Education, English.

As many courses as possible should be pursued in the two other fields.

- c. **Proficiency in the school subjects.** Before registering for directed teaching, the candidate must demonstrate proficiency in the following subjects:

Penmanship and spelling—Proficiency to be demonstrated by passing standard examinations which will be given twice a year.

Nature study and vocal music—Will be satisfactorily demonstrated by completing the courses in the departmental curricula. The ability to sing in tune is essential.

Playing accompaniments to simple rhythms and melodies. Proficiency in piano will be determined through an examination on request. It is strongly recommended that this examination be taken not later than the last of the freshman year.

- d. **Mathematics 10.** The course in arithmetic for teachers given in this department assumes proficiency in the fundamental operations in arithmetic. An examination is given twice each year to determine this proficiency. Students who fail will be required to bring their skill up to standard before admission to the course. A coaching class will be formed for such students when necessary, but since this work is not of college grade, the expense of the coaching must be borne by the students who take it.

Mathematics 10 does not reduce the 6 units of mathematics required for all students who have not completed 2 years of mathematics in high school. It is an additional requirement.

- e. **Combinations of the kindergarten-primary major and elementary education major** may be made, but will require a longer time for completion. A student who desires to qualify for the two credentials may do so by taking the equivalent of an additional semester including the following:

Elementary Procedure, 3 units, in the spring of the senior year.

---

\* For discussion of teaching credentials, see pages 39-42.

Directed Teaching, Elementary, 4 units, in the fall of the additional semester.

Music Education, 2 units, in the fall of the additional semester.

## II. Major in Elementary Education.

This curriculum leads to a bachelor's degree and a credential \* entitling the holder to teach in grades one to eight, inclusive.

### Special Requirements Within the Field of the Elementary Major.

- a. Each candidate must complete the major requirements, including adequate preparation in the statutory school subjects, with eight units in directed teaching. No credit will be given for courses designed to remove deficiencies in preparation in the statutory subjects.
- b. **Minors.** Each candidate must complete two minors in teaching subjects. It is suggested that students do not choose both English and history as minors. Art, music, physical education or science would make a desirable second minor. It is strongly recommended that students do not choose a foreign language as a minor unless they are able to begin with the college intermediate course.
- c. **Proficiency in the school subjects.** Before registering for directed teaching, candidates must demonstrate proficiency in spelling and penmanship. Opportunity is given through examinations twice each year, to demonstrate this proficiency. Candidates must also qualify in an oral English test.
- d. **Mathematics 10.** The course in arithmetic for teachers given in this department assumes proficiency in the fundamental operations in arithmetic. An examination is given twice each year to determine this proficiency. Students who fail will be required to bring their skill up to standard before admission to the course. A coaching class will be formed for such students when necessary, but since this work is not of college grade, the expense of the coaching must be borne by the students who take it.  
Mathematics 10 does not reduce the 6 units of mathematics required for all students who have not completed 2 years of mathematics in high school. It is an additional requirement.
- e. **Physical education.** All men enrolled in the elementary education department will be required to take Physical Education 2B, Theory and Practice in the Organization and Leading of Groups of Activity, in place of one-half unit of the physical education requirement for men. No student may receive an elementary credential without having had one-half unit of methods in teaching physical education.
- f. **Combinations** of the elementary education major with either the kindergarten-primary major or the junior high school major may be made, but will require a longer time for completion. A student who desires to qualify for two credentials may do so by taking the equivalent of an additional semester as indicated below:

---

\* For discussion of teaching credentials, see pages 39-42.



**For the kindergarten-primary credential, in addition to the elementary:**

Elementary majors who desire a kindergarten-primary credential must take in addition to the elementary departmental requirements the following courses:

	Units
1. Kindergarten Procedure -----	3
(Fall, senior year)	
2. Kindergarten-Primary Activities -----	3
(Spring, senior year)	
3. Music for Plays, Festivals, and Pageants -----	1
(Spring, senior year, or fall of additional semester)	
4. Kindergarten-Primary Music -----	2
(Spring, senior year, or fall of additional semester)	
5. Kindergarten Crafts -----	2
(Spring, senior year, or fall of additional semester)	
6. Physical Education 162—Theory and Practice -----	$\frac{1}{2}$
(Fall, additional semester)	
7. Directed Teaching, Kindergarten -----	4
(Fall, additional semester)	
	<hr/>
	15 $\frac{1}{2}$

**For the junior high school credential, in addition to the elementary:**

Elementary majors who desire a junior high school credential must take in addition to the elementary departmental requirements the following courses:

	Units
1. Principles of Junior High School -----	3
(Fall, senior year)	
2. Junior High School Procedure -----	3
(Spring, fourth year)	
3. Introduction to Teaching Junior High School -----	2
(Spring, senior year)	
4. Directed Teaching Junior High School -----	4
(Additional semester)	
	<hr/>
	12

g. It is suggested that those students planning to qualify for either the kindergarten-primary or the elementary credential should elect the following courses in lower division:

	Units
Art 1—Design and Color -----	2
Art 19—Public School Art -----	2
English 82B—English Survey -----	3
or	
English 40—World Literature -----	3
Mathematics 10—Principles of Mathematics -----	3
Home Economics 10—Nutrition and Health -----	2
Industrial Education 129—Industrial Art -----	2
Music 1—Principles of Music -----	2



### III. Major and Credential in Junior High School Education.

This curriculum leads to the bachelor's degree and a credential\* entitling the holder to teach in grades seven, eight and nine in any elementary, junior high school or four year high school.

#### Special provisions within the field of the junior high school major.

a. Candidates may qualify for the junior high school teaching credential in two ways:

1. By majoring in junior high school education and completing two minors in subjects listed below.

List A	List B
Art	English
Home Economics	Foreign Language
Industrial Education	Social Science
Physical Education	Mathematics
Music	Natural Science

If one minor is chosen from list A, the other must be chosen from list B. Both may be chosen from list B if the student desires. The student must present six to twelve units of lower division work in each minor chosen, and six to twelve units in upper division courses.

2. By completing the requirements for a major in another department in this institution, and in addition completing a minor from lists A or B, and the following courses in education:

	Units
Introduction to Education-----	3
Educational Psychology-----	3
Principles of Junior High School Education-----	3
Junior High School Procedure-----	3
Educational Tests and Measurements-----	2
Introduction to Teaching-----	2
Directed Teaching-----	4-8

(Not less than 4 units in academic subjects of junior high school.)

Also two units chosen from the following:----- 2

Educational and Vocational Guidance  
 Extracurricular Activities  
 Educational Sociology  
 History of Education  
 Philosophy of Education

Total education units-----22 to 30

Principles of Junior High School should be taken in the junior year, preferably after Educational Psychology, but may be taken concurrently.

\* For discussion of credentials, see pages 39-42.

Junior High School Procedure follows the course in Principles and may be taken concurrently with the succeeding course, Introduction to Teaching.

Directed Teaching is reserved for the senior year.

- b. Junior High School majors who desire an elementary credential must take in addition to the departmental major requirements the following courses:

	Units
1. Primary Procedure -----	3
(Fall, senior year)	
2. Elementary Procedure -----	3
(Spring, senior year)	
3. Introduction to Teaching, Elementary -----	2
(Fall or spring, senior year)	
4. Music Education -----	2
(Fall, additional semester)	
5. Children's Literature -----	2
(Fall, additional semester)	
6. Parent Education -----	1
(Fall, additional semester)	
7. Directed Teaching, Elementary -----	4
(Fall, additional semester)	
	17

## SUGGESTED PROGRAMS FOR MAJORS IN EDUCATION

## LOWER DIVISION—FRESHMAN YEAR

## First Semester

## UNITS

## K-P Elem. Jr.H.

History 2A—History of Western Europe-----	3	3	0
Social Science elective-----	0	0	3
Science 50A—Physiology, or electives-----	0	3	0
Science 40A—Botany -----	4	0	0
Science elective -----	0	0	3
English 18A—English Composition-----	3	3	3
Art 1—Design and Color-----	2	2	0
Home Economics 10—Nutrition and Health or electives for minor-----	2	2	0
Electives for minor-----	2	2	6
Physical Education 1A or 51A—Freshman Activities----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Freshman Problems -----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
	17	16	16

## Second Semester

History 2B—History of Western Europe-----	3	3	0
Social Science elective-----	0	0	3
Science 50A—Physiology -----	3	0	3
Science 50A—Physiology or electives for minor-----	0	3	0
English 18B—English Composition-----	3	3	3
Art 19—Public School Art-----	2	2	0
Political Science 1A—Government-----	3	3	3
Home Economics 10—Nutrition and Health or electives for minor-----	0	2	0
Electives for minor-----	2	0	3
Physical Education 1B or 51B—Freshman Activities----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Freshman Problems -----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
	17	17	16

## SOPHOMORE YEAR

## First Semester

Mathematics 10—Principles of Mathematics or electives for minors-----	3	3	0
Education 57—Introduction to Study of Education-----	3	0	3
Psychology 1—General Psychology-----	3	3	0
Geography 1A—Fundamentals of Modern Geography----	3	3	0
Science elective -----	0	0	3
Science 40A—Botany -----	0	4	0
English 187—Children's Literature-----	2	2	0

## First Semester—Continued

	UNITS		
	K-P	Elem.	Jr.H.
English elective .....	0	0	3
Social Science elective.....	0	0	3
Physical Education 2A or 52A—Sophomore Activities---	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Electives for minor.....	3	2	5
	<hr/> 17 $\frac{1}{2}$	<hr/> 17 $\frac{1}{2}$	<hr/> 17 $\frac{1}{2}$

## Second Semester

Mathematics 10—Principles of Mathematics or electives for minors.....	3	3	0
English 40—World Literature, or			
English 82B—English Survey .....	3	3	0
English elective .....	0	0	3
Science 60A—Zoology .....	3	3	0
Science elective .....	0	0	3
Education 57—Introduction to Study of Education.....	0	3	0
Social Science elective.....	0	0	3
Psychology 1—General Psychology .....	0	0	3
Music 1—Principles of Music.....	2	2	0
Physical Education 2B or 52B—Sophomore Activities---	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Electives for minor.....	6	3	4
	<hr/> 17 $\frac{1}{2}$	<hr/> 17 $\frac{1}{2}$	<hr/> 16 $\frac{1}{2}$

## UPPER DIVISION—JUNIOR YEAR

## First Semester

Education 175—Educational Psychology.....	3	3	3
Education 177—Growth and Development of the Child..	2	2	2
Education 136—Educational Tests and Measurements---	0	0	2
Education 178—Educational Sociology.....	0	0	2
Industrial Education 121A—Manipulative Practices for Integrated Activities.....	2	2	0
Education 190 (KP)—Kindergarten Procedure.....	3	0	0
Education 190 (P)—Primary Procedure.....	0	3	0
Education 190 (Mus. El.)—Music Education.....	0	2	0
Education 190 (Mus. KP)—Music Education .....	2	0	0
Education 191 (Elem.)—Introduction to Teaching.....	2	1	0
Physical Education 160A—Elective Junior Activity.....	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Electives for minors .....	2	4	4
Education 174—Principles of Junior High School.....	0	0	3
	<hr/> 16 $\frac{1}{2}$	<hr/> 17 $\frac{1}{2}$	<hr/> 16 $\frac{1}{2}$

## Second Semester

	UNITS		
	K-P	Elem.	Jr.H.
Education 128—Kindergarten Crafts -----	2	0	0
Education 113—Music for Plays, Festivals, Pageants----	1	0	0
Education 162—Kindergarten-Primary Activities -----	3	0	0
Education 190 (P)—Primary Procedure or electives for minors -----	3	3	0
Education 190 (Elem.)—Elementary Procedure -----	0	3	0
Education 135—Educational Tests and Measurements----	2	2	0
Science 160—Nature Study-----	3	3	0
Industrial Education 121B—Manipulative Practices for Integrated Activities in Elementary Grades-----	0	2	0
Education 181—Child Study -----	0	2	0
Education 117—History of Education-----	0	0	2
Education 143—Vocational Guidance-----	0	0	2
Education 190 (JH)—Junior High School Procedure----	0	0	3
Education 191 (Elem.)—Introduction to Teaching-----	0	1	2
Physical Education 160B—Elective Junior Activities----	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Electives, free-----	3	0	7
	<hr/> 17 $\frac{1}{2}$	<hr/> 16 $\frac{1}{2}$	<hr/> 16 $\frac{1}{2}$

## SENIOR YEAR

## First Semester

Education 159—Home Background and Parent Education	2	1	0
Education 192 (K) (Elem.) (Jr.H.)—Directed Teaching	3	4	4
General electives or electives for minors-----	5	6	8
	<hr/> 10	<hr/> 11	<hr/> 12

## Second Semester

Education 192 (P) (Elem.) (Jr.H.)—Directed Teaching	5	4	4
Education 183—Extracurricular Activities-----	0	0	2
General electives or electives for minors-----	6	7	6
	<hr/> 11	<hr/> 11	<hr/> 12

**DESCRIPTION OF EDUCATION COURSES****LOWER DIVISION COURSES****Education 57. Introduction to the Study of Education (3).**

This is a general introduction to the various fields of educational thought and practice. This course is required of all candidates for any form of California teachers' recommendation and should precede all other courses in education. Lectures, readings, reports, and discussions. Either semester.

**UPPER DIVISION COURSES****Education 117. History of Education in the United States (2).**

A study and interpretation of American educational progress and current practice. It deals with the more important problems of present day education in the light of their historical development. Readings, reports, discussions.

**Education 120. New Procedure in Teaching Reading (2).**

The object of this course is to review the recent developments in teaching reading which have resulted from several carefully conducted scientific experiments. (Not offered in 1934-1935.)

**Education 135. Educational Tests and Measurements (2).**

An elementary course dealing with the administration, interpretation and use of educational tests and measurements with special reference to the lower grades. Demonstration and practice in administration are required.

**Education 136. Educational Tests and Measurements (2).**

An elementary course dealing with the problems of administration and interpretation and use of educational tests and measurements with special reference to the upper grades and secondary schools.

**Education 137. Educational Statistics (2).**

The application of the theory of statistics to measurements in the field of education. The collection and tabulation of data, the theory of averages, of variability, of correlation, and the use of the frequency curve. Graphic representation of statistical data.

**Education 143. Educational and Vocational Guidance (3).**

This course is designed to make the pupil acquainted with the aims and practices of pupil classification and the methods of vocational guidance. The course presupposes some acquaintance with intelligence tests and educational measurements.

**Education 157. Educational Periodicals (1).**

A study of current magazine material in the field of education. Readings, discussions, reports.



**Education 159. Home Background and Parent Education (1 or 2).**

A study of the principles and methods involved in the various types of parent education including child study groups, mothers' clubs and parent-teacher organizations.

**Education 162. Kindergarten-Primary Play Activities (3).**

In this course a study of the play materials used, such as building blocks, toys, nature material, and playground apparatus, will be made. Principles underlying the selection of play materials for children will be emphasized and opportunity afforded for experience in applying the method of using these materials.

**Education 170. Philosophy of Education (2).**

An intensive study of philosophy of education in relation to life, aiming toward formulation of a working philosophy of education for life needs.

**Education 171. The Principal and His School (3).**

The opportunities and responsibilities of a modern school principal. Means of securing improvement in instruction; classification and promotion of pupils; retardation; effective use of the school plant; program making; extracurricular activities. (Not offered in 1934-1935.)

**Education 172. Modern Practice and Experiments in Education (2).**

This course will set forth the important new practices and the better known experiments in education now being carried on. The object will be to evaluate these practices and experiments in terms of theory, practice, and results.

**Education 173. Secondary Education (2).**

A special study of the objectives, curriculum, and methods of the American secondary school in the light of its historical development and European backgrounds. Related to the problems of the junior high school and elementary school on the one hand and to the problem of higher education on the other. Either semester.

**Education 174. Principles of Junior High School Education (3).**

Principles of education as applied to the junior high school problem. The place and function of the junior high school, the character of its pupils, its organization and course of study, and its relation to the elementary school and to the senior high school.

Prerequisite: Education 57 and Education 175.

**Education 175. Educational Psychology (3).**

The principles of psychology in relation to the educative process. The original nature of man and his development with emphasis on individual differences due to environment and heredity and their influence upon the acquisition of knowledge, skills, attitudes, and appreciations. This course requires as prerequisite a knowledge of general psychology. Either semester.

**Education 176. Psychology of Elementary School Subjects (2).**

A study of the laws of learning as applied to the teaching of various school subjects with special attention to the most recent experiments and latest findings.

**Education 177. Growth and Development of the Child (2).**

The mental and physical growth and development of the school child in relation to school adjustment, with special emphasis on the physical basis of education, the general laws of growth, physical defects, the health of the school child, and preventive mental hygiene. Either semester.

**Education 178. Educational Sociology (2).**

The influence of the nature of our form of society and government upon the character of our schools. The way groups operate and the consequence of this operation as it affects school work. The school as an agency of meeting and effecting social changes.

**Education 180. Character Education (2).**

A study of the various means employed to inculcate the habits of conduct deemed essential to effective living in a democratic society and an evaluation of the different methods used to foster moral living. (Not offered in 1934-1935.)

**Education 181. Child Study (2).**

This course considers the outstanding behavior problems of young children and the application of the principles of mental hygiene and psychology to their successful solution. Stress will be laid on the prevention of mental and personality disorders. Various types of records will be studied. Observation and diagnosis of cases are required.

**Education 183. Extracurricular Activities (2).**

A study of the activities and their administration, with special attention to student government, athletic associations, honor societies, literary societies and other club organizations commonly a part of the modern junior high schools.

**Education 185. Rural Education (2).**

A study of the present status of rural education with consideration of possibilities for enrichment of curriculum, organization of daily program, grouping and classifying pupils, individual instruction, health work, clubs and community service. Making of State and county reports and a discussion of duties as outlined in the California school code are included.

**Education 190.**

All 190 courses are methods courses. Symbols in parentheses after the number indicate the department.

**Education 190A (Art). Teachers' Courses in Art, Elementary and Junior High School (2).**

A study of the methods of teaching art in the elementary schools. Making of original problems, and developing courses of study.

**Education 190B (Art). Teachers' Course in Art, Secondary (2).**

A study of the methods of teaching art in the secondary schools. Making of courses of study and collection of illustrative material.

**Education 190 (K.P.). Kindergarten Procedure (3).**

This course emphasizes the importance of understanding children—their needs—characteristics and differences—as a foundation for scientific teaching. A study is made of the selection of subject matter—activities and methods in the kindergarten-primary school. Each student will be expected to choose and study in detail a problem in which she is especially interested. This course is correlated with supervised observation and participation in the kindergarten.

**Education 190 (P.). Primary Procedure (3).**

A practical study of subject matter and possible procedures for carrying on an integrated program in the primary grades. Industrial Education 171 (P) Manipulative Practices for Integrated Activities must parallel this course.

**Education 190 (Elem.). Elementary Procedure (3).**

A practical study of subject matter and possible procedures for carrying on the integrated program in the elementary grades. Industrial Education 171 (Elem.) Manipulative Practices for Integrated Activities must parallel this course.

**Education 190 (J. H.). Junior High School Procedure (3).**

Modern procedure in classroom practice in junior high schools. The project method, the socialized recitation, examination and testing methods, teaching how to study will be subjects for special consideration.

Prerequisite: Education 174.

**Education 190 (H. E.). Teaching Methods (Household Science) (2).**

A study of methods of teaching home economics, as applied in problems of food and cleaning including methods of presentation of subject matter, reviews of typical courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching and book reviews.

**Education 190 (H. A.). Teaching methods (Household Art) (2).**

A study of methods of teaching home economics, as applied in problems of clothing and house furnishing; including methods of presentation of subject matter, reviews of various courses of study, discussion of various administrative problems, preparation of illustrative material for use in teaching, and book reviews.

**Education 190 (I. E.). Teaching Problems in Industrial Arts Education (3).**

This course is offered as an opportunity for students to devote themselves to the solution of many of the numerous problems confronting teachers of shop subjects. Shop organization, courses of study, methods

of teaching, extracurricular activities, etc., form topics for study and discussion.

**Education 190 (Mus. E.). Music Education (2).**

Organization, methods of procedure and administration of music in the elementary grades.

**Education 190. Music (K. P.) (2).**

Music for kindergarten-primary teachers.

**Education 191.**

All 191 courses are introductory courses. Symbols in parentheses after the number indicate the department.

**Education 191 (K. P.-El.-J. H.) (2).**

An observation, participation, conference course dealing with the kindergarten, elementary and junior high schools, and with classroom management.

**Education 191 (I. E.). Content and Materials in Industrial Arts Education (2).**

This course is a survey of the field of industrial arts education and is designed to make the student acquainted with the common method of solving problems of the course content and of planning the industrial education program in various schools. It includes also discussion regarding the purchase of equipment and the handling of supplies.

**Education 192.**

All Education 192 courses are directed teaching courses. Symbols in parentheses after the number indicate the department.

Prerequisite: Education 191 (K. P.-El.-J. H.).

**Education 192A-B (Art). Directed Teaching (2) (3).**

Teaching of design, painting, modeling, and art crafts in the elementary and secondary schools. Written lesson plans, prepared material, and discussion.

**Education 192 (K. P.-El.-J. H.). Directed Teaching (4-8).**

Practical experience in teaching in the field for which the candidate is registered.

Prerequisite: Education 190 and the course Education 191 required for the credential being earned.

**Education 192 (H. A.). Directed Teaching (Household Art) (3).**

Experience in classroom teaching carried on under the supervision of expert teachers of household art. Classroom work, conference, and discussion. For all students working for a credential or degree in this field.

**Education 192 (H. E.). Directed Teaching (Household Science) (2).**

Experience in classroom teaching carried on under the supervision of expert teachers in household science. Classroom work, conference, and discussion. For all students working for a credential or degree in this field.



**Education 192 (P. E.). Directed Teaching in Physical Education (2-2).**

This includes directed teaching in the various phases of physical education and recreation. The students are assigned to assist in various classes, on the playgrounds, and in different sports. Practice teaching is under supervision in the elementary, junior high, and senior high schools.

**Education 192 (I. E.). Directed Teaching in Industrial Arts (5).**

By practical experience under the direction of a supervisor it is planned to give the student opportunity to put into practice the principles of teaching and the theory of education which have previously been presented and discussed in other courses. This teaching is carried through two semesters in the public schools of the city.

**Education 195.**

This number is applied to the courses in supervision of teaching. The symbol in parentheses refers to the department concerned.

**Education 195A (Art). Problems of Supervision in Art Education (3).**

Methods and specific problems involved in the effective supervision of art education. Type projects in courses of study, teachers' schedules, evaluation of teachers' efficiency, and office organization will be the basis of this course.

**Education 195B (Art). Organization, Objectives, and Supervision of Instruction in Art Education (3).**

In this course particular attention will be given to the function of the art supervisor in elementary education and the relationship to the principal and teachers in such a system. General principles affecting classroom teaching of art, teachers' meetings and personal conferences with teachers will be discussed.

**Education 195 (Elem.). School Administration and Supervision (3).**

The object of this course is to distinguish between the functions of administration and supervision, and to lay down principles necessary for the efficient conduct of a school. Selection and rating of teachers, curriculum making, etc.

**Education 195 (J. H. S.). The Administration of a Junior High School (3).**

The special purpose of this course is to review the development of the junior high school, study the existing forms of organization, give information as to its special functions, and to advise as to curricula and courses of study, methods of teaching, grouping, assigning courses, and administration and scheduling of classes.

**Education 195A (I. E.). Organization, Objectives, and Supervision of Instruction in Industrial Education (3).**

The course covers the general principles of supervision, and the duties and functions of the supervisors. Special consideration is given to the objectives in supervision in industrial education, and to the place of the supervisor and his relationship to the teaching force, the students, the administration, and the school system as a whole.

**Education 195B (I. E.). Problems of Supervision in Industrial Education (3).**

In this course are studied the methods of the supervisor and the specific problems involved in effective supervision in the field of industrial and vocational education. Type projects in supervision of instruction, course of study, teachers' schedules, keeping of records, evaluation of teaching efficiency, etc., constitute a part of the work.



## ENGLISH DEPARTMENT

---

Mr. Ashworth		
Dr. Maxwell	Miss Burke	Mrs. Davis

### General Requirements for Graduation with a Major in English.

Candidates for degrees with a major in English must fulfill all the state board and general institutional requirements which are set forth on pages 31, 32.

### Specific Departmental Requirements and Recommendations.

#### a. English requirements.

	Units
Maximum units which may be taken in English-----	40
Lower division English courses-----	12

This should include the courses in English Composition, 18A-B; Journalism, 27 or 28; Speech, 11, and English Literature, 82A-B.

English Composition, 18A-B, does not count toward the major, but is prerequisite to all other courses in English.

	Units
Upper division English courses-----	27

Not more than 30 units of upper division English will be counted toward the B.A. degree.

#### Courses required for the major in English:

	Units
English 18A-B—English Composition-----	0
English 82A-B—History of English Literature-----	6
English 121—Shakespeare -----	3
English 140 or 141—Comparative Literature-----	3
English 142—Introduction to Criticism-----	3
English 117—Chaucer -----	3
English 147—Milton -----	3
English 123—History of the English Novel-----	3
English 198—Comprehensive Review-----	0
English electives -----	15
	39

#### b. Foreign language ----- 15

These units must be in not more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement.

c. Additional year course.

At least six units from one of the following groups:

1. Foreign language additional to d.

This may be satisfied in whole or in part in the high school provided the language be Latin.

2. Mathematics: trigonometry, spherical trigonometry, plane analytic geometry, college algebra, introduction to calculus. This may be satisfied in part in high school.

3. Philosophy.

d. Courses in Education.

At least 12 units of professional courses in education must be completed by English majors.

Students desiring a junior high school credential must consult the head of the education department as to choice of courses.

e. Units required in upper division.

A student must complete 60 units after he is admitted to upper division.

Forty units of the work done by students in the upper division must be made up of upper division subjects.

f. Senior transfers to the college.

Students with senior standing at the time of admission, who transfer to the college from other institutions, must complete at least 18 units in upper division courses, including at least 12 units in English, but no student may be graduated from the college with less than 30 units of work completed in residence.

g. Minor.

Students majoring in English should select as a minor a subject taught in high school.

The minor should be selected under advice from the head of the English department. Courses chosen to make up the minor must be approved by the head of the minor department. Suggested minors may be found in the department sections of this bulletin.

h. After the state and departmental requirements have been met, the remaining units may be selected from approved academic courses, after consultation with the head of the English department.

i. Scholarship within the department.

The student must have an average grade of C in all courses offered as a part of the major. Students who fail in the lower division to attain an average of C in the English department may, at the option of the department, be denied the privilege of a major in the department.

j. Special students.

A special student who wishes to enroll in any English course may do so, provided that he is not less than 18 years of age; that he has filed satisfactory written evidence with the registrar that he is fit to pursue the work desired; that the head of the English department

under whom he plans the greater part of his work gives his written approval.

Should a special student desire to change his status to that of a regular or provisional student he must meet all the requirements demanded of such students carrying work in English before he shall receive credit for any work done by him as a special student.

### English A Requirement

a. All undergraduate entrants must, at the time of their first registration at the college, take an examination known and designated as the *Examination in English A*. The purpose of this test is to determine the ability of such entrants to write English without gross errors in diction, grammar, punctuation, sentence-structure and spelling.

b. The examination in English A will be given at the opening of each semester on the Saturday preceding the beginning of instruction. If the English department finds it necessary, a second examination for late entrants will be held not later than two weeks after the first examination in each semester. For either of these examinations, a fee of 50 cents will be charged. Papers submitted in the tests will be graded as "passed" or "failed". No papers submitted by students will be returned to them, once such written tests have been handed to the college examiners. Any student who is not present at the examination in English A which he is required to take will be denied entrance to English courses until this examination has been passed.

Students entering the college during the spring semester may be admitted to an English course with the proviso that no grade will be recorded until after the English A examination has been passed.

c. Students who do not pass the examination in English A will be required to take, immediately following such failure, a course of instruction known as *English X* which gives no credit toward graduation.

d. Should the student again fail in the *English X* course, he will be required to repeat the course the next semester of his college residence. The course in *English X* will be given during the fall semester, two hours a week.

e. All students required to enroll in *English X* shall be charged a fee of \$5 each, and the charge shall be repeated, without deduction of any kind, each time they take the course.

f. Whenever, in the judgment of the instructor in the class in *English X*, a student shows sufficient excellence in his work, the instructor is authorized to give him a final passing grade in *English X*, and permit him to withdraw from attending the class.

g. The date before such withdrawals are allowed shall be determined by the English department. The determining of the portion of the fee, if any, that is returnable, shall be made by the head of the English department.

h. All students must pass the *Examination in English A* or its equivalent before they may enroll in any English class. No student will be recommended for entrance into upper division until he has satisfied this requirement.

i. Any student who has received a grade of 60 per cent in the College Board Entrance Examination in English 1 will receive credit for *English A*.

j. A student who enters the college with sixty (60) or more credits or units of advanced standing, and who has passed an examination similar to the examination in *English A* at the institution from which he came, or who has completed a course in English composition at that institution with a grade deemed acceptable by the English department, will be considered to have met the *English A* requirement.

### Comprehensive Final Examination

During the senior year, the English department requires a final examination of all undergraduates majoring in English. This examination is a part of the course English 198, Comprehensive Review, and shall appear on the student's program card for his semester's work. This examination, however, does not carry unit value.

### SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN ENGLISH

#### JUNIOR YEAR

##### First Semester

	Units
English 122—Shakespeare .....	3
English 123—History of the English Novel .....	3
Physical Education 160A .....	$\frac{1}{2}$
Education 174—Principles of Junior High School .....	3
Education 175—Educational Psychology .....	3
Electives—	
English	}
History	
Language	
Home Economics	
Science	
Art	3

##### Second Semester

English 140—Comparative Literature .....	3
English 160—Bible as Literature .....	3
Physical Education 160B .....	$\frac{1}{2}$
Education 191—Junior High School Procedure .....	3
Electives—	
English	}
History	
Language	
Home Economics	
Science	
Art	6
	15 $\frac{1}{2}$

## SENIOR YEAR

First Semester		Units
English 195—English Research	-----	3
English 117—Chaucer or 157—Middle English	-----	3
English 142—Criticism	-----	3
English 198—Comprehensive Review	-----	0
Education 192A-B (J. H.)—Directed Teaching	-----	4
Electives—		
History	} -----	3
Language		
Home Economics		
Science		
Art		
Education		
Sociology		
		16
Second Semester		
English 147—Milton	-----	3
English 130—Contemporary Verse	-----	3
Education Elective	-----	3
Electives	-----	4
		13

## MINOR IN ENGLISH

Lower Division	-----	6 or 9 units
Prerequisite: English 18A-B.		
English 18A-B may not be applied on a minor.		
English 82A-B—English Literature	-----	6
Electives	-----	3
English 11—Fundamentals of Speech		
English 27 or 28—Journalism		
English 38 or 39—Advanced Composition		
English 44—Play Production		
English 81—American Literature		
Upper Division	-----	12 or 9 units
Selected from courses numbered above 100.	-----	—
Total minor (exclusive of English 18A-B)	-----	18 units



**DESCRIPTION OF ENGLISH COURSES**

Webster's Collegiate Dictionary and Roget's Thesaurus of English Words and Phrases are recommended for courses in the English department.

**English X (noncredit).**

English X is the course prescribed for students who have received unsatisfactory grades in the English A examination at entrance. The fee is \$5 (to be repeated each time the student takes the course).

**LOWER DIVISION COURSES****English 8. Grammar for Teachers (3).**

A study of historical English structure with a review of the accepted forms in good use; consideration of the common elements in all language; the significance and scope of grammar in the grades; teaching problems.

**English 11. Fundamentals of Speech (3).**

A course in general speech. Diagnosis of voice difficulties with some clinical attention for the elimination of weaknesses and improvement of strengths; problems of control in breathing; pantomime for relaxation; personal conferences.

**English 15. Public Speaking (3).**

Practice in oral rhetoric; exposition and argumentation; organization and presentation of suitable platform speeches. Either semester.

**English 18A-B. Freshman Composition (3-3).**

A study of the mechanics of composition; constant practice in theme writing; an attempt to develop good taste and an adequate expression in English; assigned readings; personal conferences.

Second-year English presupposes the obtaining of a satisfactory grade in English 18A-B; otherwise, the permission of the department must be secured before enrollment.

**English 27. News Writing (3).**

Principles of news writing. Practice in reporting for college weekly and for daily newspapers. Some consideration of the history of journalism and of the organization of the modern newspaper.

**English 28. Feature Writing (3).**

Practice in writing interview stories, human interest stories and magazine articles. Consideration of the writing market, the contest field, and the correct preparation of manuscripts.

**English 38A-B. Advanced Composition (3-3).**

For students who have a satisfactory grade in freshman composition, and who desire further development in writing; also for sophomores in lieu of part of the modern language requirement. (See page 70.) No assigned lessons, exercises, or texts. The student must submit at least five original articles, essays or stories, each of approximately 3000 words,



during the semester. Considerable reading will be expected in the student's chosen field, with occasional oral reports. Initiative rests solely with the student; the instructor restricts himself to criticism and advice. This course may be taken as an upper division subject; it may also be repeated for credit.

#### **English 44A-B. Play Production (3-3).**

The study and production of plays, supplemented by lectures, readings, and reports. Practice in directing, producing, and participating in classroom production. Two lecture hours and one three-hour laboratory period a week.

Prerequisite: English 15 or its equivalent.

#### **English 81. American Literature (3).**

A survey course in American letters with emphasis upon the nineteenth and twentieth century writers. Includes a study of the social and philosophical influences upon literature.

#### **English 82A-B. English Literature (3-3).**

A historical survey of the classics of English literature, with special attention to the rise and evolution of typical literary forms, and of their relation to political, economic, and cultural backgrounds.

#### **English 83. Short Story Writing (3).**

Study and development of technique in writing this special type of composition. Elaboration of plots based upon material developed by members of the class. Considerable writing required. Lectures, discussions, criticism.

Prerequisite: English 18A-B. (Not offered 1934-1935.)

### **UPPER DIVISION COURSES**

#### **English 117. Chaucer (3).**

The poems of Chaucer, with special attention to *The Canterbury Tales*, and the *Troilus and Criseyde*; important contemporary writers.

Prerequisite: English 82A-B. (Not offered in 1934-1935.)

#### **English 120. Current Drama (3).**

Inheritance from the previous generations of dramatists; experimentation versus orthodox drama; playwrights, actors, publishers, and producers; who sets the standards; the psychology of the audience; the present dramatic outlook in Europe and America. (Not offered in 1934-1935.)

#### **English 121. Shakespeare (3).**

Rapid reading of at least 15 of the most important plays, chosen in chronological order, from the Shakespearean canon. Lectures, discussions, weekly reports, and special assignments. This course is required of all English majors. Fall semester.

Prerequisite: English 82A-B.

**English 122. Shakespeare (3).**

Intensive study of the most important Shakespearean plays. This course is primarily for English majors.

Prerequisite: English 121. Spring semester. (Not offered in 1934-1935.)

**English 123. The History of the English Novel (3).**

A general reading course comprising a preliminary survey of the development of the novel in Europe, followed by a study of its growth in England, broadly stated between the time of Sir Thomas More's *Utopia* and of Samuel Butler's *The Way of All Flesh*.

**English 124. The Modern Novel (3).**

The reading of representative novels beginning with the third quarter of the 19th century to the present; from George Meredith's *The Ordeal of Richard Feverel* to John Dos Passos' *Manhattan Transfer*. (Not offered in 1934-1935.)

**English 127. Advanced Newswriting (3).**

Practical work in writing news stories for weekly and daily papers. Individual initiative in undertaking and fulfilling assignments. This course is conducted primarily by the conference plan. (Not offered in 1934-1935.)

Prerequisite: English 27, 28.

**English 130. Contemporary Verse (3).**

Consideration of twentieth century experiments in verse, with emphasis upon living English and American poets. (Not offered in 1934-1935.)

**English 140. Comparative Literature (3).**

General survey of foreign literatures to the Renaissance. (Not offered in 1934-1935.)

**English 141. Comparative Literature (3).**

Study of parallel ideas and forms in some of the world's literary masterpieces from the Renaissance to the present.

**English 142. Introduction to Criticism (3).**

A study of the characteristics of literature and of the fundamental principles of good criticism. Consideration of the progress of critical theory; old and new schools and their representative exponents. Considerable practice in writing criticisms of current literature.

**English 144. The Interrelations of Literature and Philosophy (3).**

The share which ideas have in letters, and the contiguity of philosophical and speculative ideals in modern literature, particularly in English and American fiction and poetry. (Not offered in 1934-1935.)

Prerequisite: English 82A-B.

**English 146. Dante (3).**

The *Divine Comedy* will be read in translation; a short study will be made of Dante's life and times, after which the epic will be considered

in relation to its author's imaginative and philosophic ideas. (Not offered in 1934-1935.)

Prerequisite: English 82A-B.

**English 147. Milton (3).**

Milton as a writer of prose and poetry with special reference to *Paradise Lost* and the significance of Puritanism.

Prerequisite: English 82A-B.

**English 148. Eighteenth Century Literature (3).**

A period course from 1700 to 1798, centering about the influence of Pope and of Johnson, with particular attention to the conflict between neo-classicism and romanticism.

Prerequisite: English 82A-B.

**English 150. Readings from Life (3).**

A consideration of typical current biographical literature. The lives selected will be as diversified as possible, and while not ignored, material other than best sellers and book club selections will be stressed. (Not offered in 1934-1935.)

**English 155. The Elizabethan Period (non-Shakespearean) (3).**

A survey of the principal authors of the period between 1558 and 1603, including Spenser, Sidney, Bacon, Jonson and a selected group of dramatists.

Prerequisite: English 82A-B.

**English 156. Elizabethan Literature (Dramatic) (3).**

A study of some of the more typical plays of the Tudor-Stuart period. (Not offered in 1934-1935.)

Prerequisite: English 82A-B.

**English 157. Middle English (3).**

A survey of Middle English literature based upon readings from representative selections.

Prerequisite: English 82A-B.

**English 160. Bible as Literature (3).**

Representative parts of the Old and New Testaments studied as literature. (Not offered in 1934-1935.)

**English 163. Current Problems in Contemporary Literature (3).**

A survey of contemporary literature as it reveals the social, ethical and esthetic attitudes of today. The reading in this course will be based upon novels, plays, essays and poems. (Not offered in 1934-1935.)

**English 180. Nineteenth Century Poetry (3).**

The philosophic theories, expressed and implied, in the great writers of the last century; their attitude toward mysticism, free will, mechanism, materialism, fate, idealism, etc.

**English 187. Children's Literature (2).**

Sources of juvenile literature; folk tales; histories, scientific and geographical tales; modern children's stories; reorganization of typical examples into good dramatic form; the pageant as an outgrowth of folk-culture. Fall semester. (Not offered in 1934-1935.)

**English 195. Research (Honor Course).**

The English seminar is planned for independent study and research for such students who, in the opinion of the English department, are deemed equal to its demand. *Eligibility.—Enrollment is possible only through invitation of the department and not through the choice of the student.* Generally speaking, those undergraduates will be considered who have obtained at least their junior standing, and who are in the upper quartile. No definite number of units can be stated for this work, these varying with the demands of individuals.

**English 198. Comprehensive Review. Credits to be arranged.**

This course is intended only for juniors and seniors who are candidates for the A.B. degree. It consists of examinations, oral and written, as the department may determine. No student will be recommended for graduation who has not worked seriously in this class. Fall semester.

## FOREIGN LANGUAGES

---

Miss Ramelli

### FRENCH

#### LOWER DIVISION COURSES

##### **French 1A-B. Elementary French (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in French.

##### **French 2A. Intermediate French (3).**

Advanced grammar, composition. Reading of French prose and discussion in French.

Prerequisite: Course 1B or three years of high school French. Two years of high school French with grades of A or B may sometimes be accepted.

##### **French 2B. Intermediate French (3).**

Continuation of course 2A.

Prerequisite: Course 2A.

##### **French 40A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school French.

#### UPPER DIVISION COURSES

##### **French 101A-B. Conversation and Composition (2-2).**

##### **French 112A-B. Advanced French (3-3).**

Reading and discussion in the foreign language of Nineteenth century French drama, novel, and poetry.

##### **French 140A-B. Directed Reading (2-2).**

### SPANISH

#### LOWER DIVISION COURSES

##### **Spanish 1A-B. Elementary Spanish (5-5).**

Essentials of the grammar, conversation, reading, composition. Conducted in Spanish.

##### **Spanish 2A. Intermediate Spanish (3).**

Advanced grammar, composition. Reading of Spanish prose and discussion in Spanish.

Prerequisite: Course 1B or three years of high school Spanish. Two

years of high school Spanish with grades of A or B may sometimes be accepted.

**Spanish 2B. Intermediate Spanish (3).**

Continuation of course 2A.

Prerequisite: Course 2A.

**Spanish 50A-B. Directed Reading (2-2).**

Prerequisite: Course 2B or four years of high school Spanish.

**UPPER DIVISION COURSES**

**Spanish 102A-B. Conversation and Composition (2-2).**

**Spanish 110A-B. Advanced Spanish (3-3).**

Reading and discussion in the foreign language of Nineteenth century Spanish novel, drama, and poetry.

**Spanish 150A-B. Directed Reading (2-2).**

**MINORS IN FOREIGN LANGUAGE**

These departments have not as yet a major curriculum. They do, however, offer minors as follows:

**FRENCH**

**Lower Division—**

Four years of high school work (5 hours per week) in French or college courses as follows:

French 1A-B—Elementary French .....	10 units
French 2A-B—Intermediate French .....	6 units

It is suggested that the student take in addition at least one semester of lower division directed reading.

French 40A or 40B—Directed Reading.....	2 units
---	---------

**Upper Division—**

French 101A-B—Conversation and Composition.....	4 units
French 112A-B—The Nineteenth Century.....	6 units

**SPANISH**

**Lower Division—**

Four years of high school work (5 hours per week) in Spanish, or college courses as follows:

Spanish 1A-B—Elementary Spanish.....	10 units
Spanish 2A-B—Intermediate Spanish.....	6 units

It is suggested that the student take in addition at least one semester of lower division directed reading.

Spanish 50A or 50B—Directed Reading.....	2 units
--	---------

**Upper Division—**

Spanish 102A-B—Conversation and Composition.....	4 units
Spanish 110A-B—The Nineteenth Century.....	6 units



## HOME ECONOMICS DEPARTMENT

Miss Ebbets

Miss Bradley  
Miss Churchill

Miss Clark  
Miss Frye

### Requirements for Graduation With a Major in Home Economics.

Candidates for degrees with a major in home economics must fulfill all the state board and institutional requirements which are set forth on pages 31, 32.

In social science, the following selection of lower division courses best meets the needs of the home economics major:

	Units
History Elective.....	3
Sociology 1—Elementary Sociology.....	3
History Elective or Sociology 2.....	3
Political Science 1B—American Government.....	3
Economics 1A—Principles of Economics.....	3

The upper division courses in this department are based upon a definite sequence of prerequisite science and home economics courses taken in lower division. The following science courses meet the state requirement, and provide the essential background for later work:

Science 1A-B—Inorganic Chemistry .....	6
Science 50A-B—Physiology and Bacteriology.....	6
Science 5 —Organic Chemistry .....	3
*Science 100 —Physiological Chemistry .....	3

Beginnings are made in lower division toward the department major by the following courses:

Home Economics 1-2—Food Study .....	4
Home Economics 10X—Large Quantity Cookery.....	1
Home Economics 90—Study of Textiles.....	2
Home Economics 7—Household Administration .....	2
Home Economics 4A-B—Household Management .....	2
Art 1—Design and Color.....	2
*Art 114—Interior Decoration and House Furnishing.....	2
Art 105—Costume Design .....	2

Suggested upper division programs for home economics majors will be found on pages 84, 85. Fifteen units of courses in education must be included in any major program in this department.

\* These courses count as lower division work in the home economics department.

**Minors.**

Each candidate for graduation with a major in home economics may complete one or two minors selected from the fields of art, English, history, physical education, science, or junior high school education.

**Credential.**

Upon the completion of the four-year course in home economics, the student is granted in addition to the B.A. degree, the state credential to teach all such subjects as are listed under the so-called science phase of home economics, such as foods and nutrition, health and care of the child, house administration and management, home nursing and hygiene, as well as such subjects as are listed under the art phase of home economics, such as plain and advanced sewing, dressmaking, tailoring, millinery, textiles and all related subjects.

# UGGESTED PROGRAM WITH A MAJOR IN HOME ECONOMICS EDUCATION

Curriculum Leading to an A.B. Degree and a Special Secondary  
Credential in Home Making

## LOWER DIVISION—FRESHMAN YEAR

### First Semester

	Units
Sociology 1A—Elementary Sociology-----	3
History—Lower division elective-----	3
English 18A—English Composition-----	3
Science 1A—Inorganic Chemistry-----	3
Science 50—Physiology-----	3
Freshman Problems-----	$\frac{1}{2}$
Physical Education 1A—Freshman Activities-----	$\frac{1}{2}$
	<hr/> 16

### Second Semester

Sociology 2B—Sociology, or	
History—Lower division elective-----	3
English 18B—English Composition-----	3
Education 57—Introduction to Study of Education-----	3
Science 1B—Inorganic Chemistry-----	3
Science 50B—Physiology and Bacteriology-----	3
Physical Education 1B—Freshman Activities-----	$\frac{1}{2}$
Freshman Problems-----	$\frac{1}{2}$
	<hr/> 16

## SOPHOMORE YEAR

### First Semester

Psychology 1—General Psychology-----	3
Art 1—Design and Color-----	2
Science 5A—Organic Chemistry-----	3
Home Economics 1—Elementary Food Study-----	2
Home Economics 4A—Household Management-----	1
Home Economics 90—Study of Textiles-----	2
Economics 1A—Principles of Economics-----	3
Physical Education 2A—Sophomore Activities-----	$\frac{1}{2}$
	<hr/> 16 $\frac{1}{2}$

## Second Semester

Political Science 1B—American Government-----	Un
Science 100—Physiological Chemistry-----	3
Art 105—Costume Design-----	2
Art 114—Interior Decoration and House Furnishing-----	2
Home Economics 2—Advanced Food Study-----	2
Home Economics 4B—Household Management-----	1
Home Economics 7—Household Administration-----	2
Home Economics 10X—Large Quantity Cookery-----	1
Physical Education 2B—Sophomore Activities-----	

16

## UPPER DIVISION—JUNIOR YEAR

## First Semester

English—Upper division elective-----	3
Art 103—House Design-----	2
Science 101A—Textile Chemistry-----	2
Education 175—Educational Psychology-----	3
Home Economics 101A—First Principles of Clothing-----	3
Home Economics 103A—Elementary Dietetics and Nutrition-----	3
Physical Education 160A—Junior Activities-----	

16

## Second Semester

Education 177—Growth and Development of Children-----	2
Education 190 (H.A. and H.E.)—Teaching Methods-----	4
Art 102A—Weaving, or	
Art 110—Art Needlework-----	1
Science 101B—Food Chemistry-----	2
Home Economics 101B—First Principles of Clothing-----	3
Home Economics 103B—Advanced Dietetics and Nutrition-----	2
Home Economics 107—History of Table Appointments and Serv- ing-----	2
Physical Education 160B—Junior Activities-----	

16

## SENIOR YEAR

## First Semester

Education 173—Secondary Education-----	2
Education 192 (H.E.)—Directed Teaching-----	2
Home Economics 106A—Health and Child Care-----	2
Home Economics 106B—Home Nursing and Hygiene-----	2
Home Economics 102Y—Large Quantity Cookery-----	1
Home Economics 110A—Advanced Clothing-----	2
Home Economics 130—Practice House-----	2

13

Second Semester	Units
Sociology 120—Family Relationships-----	2
Education 192 (H.E.)—Directed Teaching-----	2
Home Economics 102Z—Large Quantity Cookery-----	1
Home Economics 110B—Advanced Clothing-----	2
Home Economics 108—Home Economics Survey and Seminar---	2
*Home Economics elective—120B—Tailoring, or 134—Administration of Institutions--	2
*Home Economics elective—112—Millinery, or 92—Advanced Textiles-----	2
	13
Total units-----	124

### Hospital Dietetics.

Students wishing to train for a position as hospital dietitian may make the following substitutions in the regular Home Economic schedule:

Science 5B—Advanced Organic Chemistry (3) for Art 105—Costume Design (2).

Home Economics 134—Administration of Institutions (2) for Home Economics 110A—Advanced Clothing (2).

Home Economics 135—Institutional Problems (2) for Home Economics 110B—Advanced Clothing (2).

Home Economics 137—Lunchroom Management (2) for Home Economics 112—Millinery, or 91—Advanced Textiles (2).

Three additional units will be offered for study trips to institutions of varying types.

The dietitians' course leads to an A.B. degree, providing the student fulfills all the state and institutional requirements. It does not, however, lead to a teaching credential.

### Institutional Management.

Students wishing to specialize in institutional management should consult the head of the Home Economics department concerning a program.

In general, the rules given above for hospital dietitians apply also to candidates for work in institutional management.

It is recommended, however, that candidates in either of the above fields follow the regular course for Homemaking as planned to lead to an A.B. degree and a teaching credential, and spend an additional summer session in acquiring the six additional units needed for certification in the special field of their choice.

\*Offered in alternating years.

\*\*Offered in alternating years.

## MINORS—HOME ECONOMICS

## I. Domestic Science.

Lower Division—	Units
Home Economics 1—Elementary Food Study-----	3
Home Economics 4A-B—Household Management-----	2
Home Economics 10—Nutrition and Health-----	2
Home Economics 10X—Large Quantity Cookery----	1
	<hr/>
	8
Upper Division—	
Home Economics—Household Administration-----	2
Home Economics 107B—Table Service -----	2
Home Economics 106B—Home Nursing and Hygiene	2
Education 190A—(Home Economics)—Teaching	
Methods -----	2
	<hr/>
	8
Prerequisites :	
Science 5—Organic Chemistry -----	3
Science 51A-B—Physiology and Bacteriology-----	6
	<hr/>
	9

## II. Domestic Art.

Lower Division—	
Home Economics 101A—First Principles of Clothing	3
Home Economics 90—Study of Textiles-----	2
Home Economics 4B—House Management (Laundry)	1
	<hr/>
	6
Upper Division—	
Home Economics 101B—First Principles of Clothing	3
Home Economics 112—Millinery -----	2
Home Economics 115—Budgeting -----	2
Education 190B—(Home Economics)—Teaching	
Methods -----	2
	<hr/>
	9
Prerequisites :	
Science 103—Science of Dyeing-----	2
Art 1—Design and Color-----	2
Art 110—Art Needlework -----	1
	<hr/>
	5



**DESCRIPTION OF COURSES IN HOME ECONOMICS****Household Science****LOWER DIVISION COURSES****Home Economics 1. Elementary Food Study (3).**

Lecture, recitation, and laboratory practice. This course involves technical work in cookery based upon scientific principles, together with a study of foods from the historical, economic, and nutritive standpoints. The special aim is to acquaint the prospective teacher with correct methods of conducting food study and work in school training for the home.

Prerequisites: One year of inorganic chemistry (6 units) and one year of physiology and bacteriology (6 units).

**Home Economics 2. Advanced Food Study (3).**

Lecture, recitation, and laboratory practice. This course is a continuation of course 1, with elaboration of processes. It includes practical work in food preservation as well as in the preparation of simple diets for invalids.

Prerequisites: Organic chemistry; bacteriology.

**Home Economics 4A-B. Household Management (1-1).**

Lecture and laboratory practice. This course treats of the various types of household activities involved in the care and upkeep of the house; the study of cleansing agents; the systematic planning of the daily routine, including also the processes of laundering and the study of laundry equipment; a study of the efficiency and comparative cost of different cleansing agents.

Prerequisite: Inorganic, organic and textile chemistry and bacteriology.

**Home Economics 7. Household Administration (2).**

Lectures and problems. This course deals with household accounting and economics of the home. It accepts housekeeping and home making as a profession, and considers divisions of income; necessity for and practical methods of keeping individual accounts; high cost of living with suggestions as to the probable causes and possible methods of reformation; the cost of materials and labor involved in furnishing and maintaining a home.

**Home Economics 10. Nutrition and Health (2).**

Lectures designed for the general professional students and housewives. The course includes a study of the essentials of a balanced diet for children and adults; school lunches; digestion; excretions and elementary metabolism; malnutrition, its causes, symptoms, and remedies. No prerequisites.

**Home Economics 10X. Large Quantity Cookery (1).**

**UPPER DIVISION COURSES****Home Economics 102Y-Z. Large Quantity Cookery (1-1).**

This course enables every student in the department to gain the necessary experience in purchasing supplies, arranging menus, and preparing food in large quantities for school lunchrooms. Each student assists in turn with the preparation of the noon meal at the college cafeteria. Practical administration problems require that this course be divided into three sections known as X, Y, and Z.

Prerequisites: Courses 1, 103A-B.

**Home Economics 103A-B. Dietetics and Nutrition (3-2).**

Lecture, recitation, and laboratory practice. These courses involve the study of nutrition based upon the physical needs of the individual, singly or in groups, according to mode of living, occupation, and income; under conditions of usual health, or when suffering from various physical disorders.

Prerequisites: Courses 1 and 2; organic chemistry; physiological chemistry.

**Home Economics 106A. Child Care and Health (2).**

Designed for those preparing to give instruction in the care of children. A study is made of the causes and effects of malnutrition; height and weight standards; methods of judging nutrition, and the laws of health; methods by which the school can improve the health of children through activities.

Prerequisite: First semester of dietetics and nutrition.

**Home Economics 106B. Hygiene, Home Nursing (2).**

Lectures and laboratory. This course deals with the prevention and care of illness. Methods of rendering first aid; care of sick rooms, etc., and aims to fit the girl to do emergency nursing in the home.

**Home Economics 107. History of Table Appointments, and Meal Planning and Serving (2).**

Designed to offer an objective field for the application of the underlying principles and technique learned in the cooking laboratory together with working out good selection and combinations of foods based upon dietary principles as applied to different groups of people. Social and table etiquette including table manners is stressed and a historical survey is made of the evolution of all table appointments.

Prerequisites: Home Economics 1 and 2, and Elementary Dietetics, Home Economics 103A.

**Home Economics 108. Home Economics Survey (2).**

A history of home economics in its educative, governmental, legal, and general development aspects, with special attention to the constructive effect of the movement on the development of the American home. Special attention is paid to the coordinating of all allied subjects with the so-called home economics technical subjects.

**Home Economics 130. House Practice (2).**

A course dealing with the problems of home making. By living for a stated period of time in the practice house in a family group the students take up in rotation the actual duties involved in good housekeeping.

**Home Economics 134. Administration of Institutions (2).**

This is a lecture course for mature students who are training for the administration of various types of institutions. Only those students are admitted to it who give evidence of sound health, good judgment, and sufficient training in food work.

Prerequisite: Home Economics 1 and 2.

**Home Economics 135. Institutional Problems (2).****Home Economics 136. Lunchroom Supervision (2).****Home Economics 137. Lunchroom Management (2).****Education 190. Home Economics Teaching Methods, Household Science.**

See page 65 education courses.

**Education 192. Home Economics Directed Teaching, Household Science.**

See page 66 education courses.

**Household Art****LOWER DIVISION COURSES****Home Economics 1X. Principles of Sewing for Institutions (2).**

This course is designed for students training for the administration of institutions, and takes up the study of problems of special interest to them, such as: a study of textiles for the household; problems in mending, selection and making up of household linens, etc. Some discussion concerning personal clothing is also included.

**Home Economics 90. Textiles (2).**

Development of the textile industry from primitive times to the present; study of the important fibres and materials made from them; art and economic consideration in selecting and purchasing of materials for clothing and household furnishings.

**Home Economics 92. Advanced Textiles (2).****UPPER DIVISION COURSES****Home Economics 101A-B. First Principles of Clothing (3-3).**

A study of clothing based upon needs as brought out by a study of the clothing budget. Emphasis is laid upon selection, purchase, suitability, and care of clothing. Making of garments of simple construction, involving the use of cotton and linen materials. Discussion and making up of

problems in household sewing. The course is designed primarily for the training of teachers, and methods of presenting the work in elementary and secondary schools are discussed in connection with each problem.

**Home Economics 110A. Advanced Clothing (Wool) (2).**

General consideration of the economic problems in clothing production; practice in the making of a wool dress, silk blouse, and children's dresses. The aims are: Greater independence, originality, and skill in handling different materials.

Prerequisite: Home Economics 101A-B.

**Home Economics 110B. Advanced Clothing (Silk) (2).**

Complicated clothing construction involving application of principles in costume design and textiles. This course reviews all the processes taken in Home Economics 101A-B and 110A. The finished problems include a silk dress, and some garment emphasizing applied design.

**Home Economics 112. Millinery (2).**

This course includes pattern work, the making and covering of wire, net, and willow frames, covering of commercial frame, trimming of hats.

Emphasis is laid upon principles of line and color harmony as applied to the individual.

Prerequisite: Advanced Clothing.

**Home Economics 120A. Dressmaking (2).**

A course designed to teach advanced technique in garment construction. The course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing and the influence of color and textile values on garment making.

**Home Economics 120B. Tailoring (3).**

A continuation of advanced dressmaking. Problems are chosen with the idea of developing technique. Emphasis is placed on construction and design as well as the study of fabrics suitable for tailored garments.

**Education 190. Home Economics Teaching Methods, Household Arts (2).**

See page 65 education courses.

**Education 192. Home Economics Directed Teaching, Household Arts (3).**

See page 66 education courses.

# INDUSTRIAL EDUCATION DEPARTMENT

---

Mr. Griffin	Mr. Ericson	
Mr. Rust	Mr. Werner	Mrs. Lyans
	Mr. Soules	Mr. Porter

## General Statement.

Courses in the department of industrial education may be taken by three different groups of students:

- (1) Those taking the course leading to the B.A. degree with a major in industrial education or to a credential to teach industrial art without the degree.
- (2) Students majoring in other departments of the college in which certain courses in industrial education are required, or used as electives, or selected for minors.
- (3) Special students who wish to receive instruction and practice in drafting or mechanical work of various kinds for the purpose of applying the efficiency thus gained in present or future occupational activities rather than for college credit.

## General Requirements for the B.A. Degree with a Major in Industrial Education and a Credential to Teach.

Upon completion of the degree course with a major in industrial education the graduate is granted also a state credential entitling him to teach industrial subjects in elementary and secondary schools.

Candidates for degrees with a major in industrial education must fulfill all the state board and institutional requirements which are set forth on pages 31, 32.

## Technical Subjects.

Not less than 48 units of technical training must be completed for graduation. Of this total number, 28 units are specified requirements while the remaining 20 may be varied according to the interest and outlook of the individual student. This also satisfies the requirements of the State Board of Education for a credential to teach within this field.

Specific requirements in technical subjects.	Units
Automotive Work -----	6
Woodwork -----	6
Drawing -----	6
Electrical Construction -----	3
Machine Shop Practice -----	3
Sheet Metal Work -----	2
Industrial Arts Design -----	2



**Technical Electives:**

The remaining 20 units of technical subjects may be selected from the list below or made up of additional courses listed under the headings in the required group above:

Aeronautics  
 Art-Metal Work  
 Battery Construction and Repair  
 Carpentry  
 Farm Mechanics  
 Forging and Welding  
 Furniture Upholstery  
 Home Mechanics and General Shop  
 Industrial Arts for Elementary Schools  
 Industrial Arts Design  
 Leather Work  
 Polychrome and Compo Work  
 Pattern Making and Foundry Work  
 Pumps and Irrigation Equipment  
 Wood Finishing and Painting  
 Printing

It is expected that at the beginning of the junior year the student will elect to strengthen himself either in the woodworking or metal-working subjects, or in drafting, and will choose his technical electives accordingly, under the advisership of the head of the department.

**Minors.**

Students majoring in industrial education are strongly advised to complete a minor in one of the departments of the college where suitable minors are offered.

**LOWER DIVISION—INDUSTRIAL EDUCATION MAJOR****General Requirements.**

Required lower division subjects for a major in industrial education are those specified by the State Board of Education and by this institution, and are listed on pages 35, 36.

Requirements in technical subjects.	Units
Art 10—Freehand Drawing .....	2
Industrial Education 11—Foundations of Woodwork.....	3
Industrial Education 2—Instrumental Drawing* .....	3
Industrial Education 3—Architectural Drawing .....	3
Industrial Education 4—Machine Drawing.....	3
Industrial Education 31—Machine Shop Practice.....	3

---

 17

---

\* Students who have completed one year or more of mechanical drawing in high school and who show satisfactory accomplishment in this subject will receive credit for I. E. 2, but this will not thereby reduce the total requirements for the degree.



# UPPER DIVISION—INDUSTRIAL EDUCATION MAJOR

The following professional work is required for a degree in industrial education :

	Units
Education 57—Introduction to the Study of Education-----	3
Education 175—Educational Psychology -----	3
Education 173—Secondary Education -----	2
Education 191 (Industrial Education)—Vocational Education----	2
Economics 142—Study of Occupations-----	3
Education 143 (Industrial Education)—Educational and Vocational Guidance -----	2
Education 191 (Industrial Education)—Content and Materials in Industrial Education-----	2
Education 190 (Industrial Education)—Teaching Problems in Industrial Education-----	3
Education 192 (Industrial Education)—Directed Teaching-----	5

## Technical courses required :

Students will select a sufficient number of technical courses to complete the total of 48 units of technical work required for graduation. The subjects will be chosen in suitable groupings in consultation with the head of the department. The following suggested program indicates the subject requirements for the degree course for upper division.

# SUGGESTED FOUR-YEAR PROGRAM FOR THE DEGREE COURSE WITH A MAJOR IN INDUSTRIAL EDUCATION

## FRESHMAN YEAR

### First Semester

	Units
Geography 1B—Regional and Economic Geography-----	3
Science 50A—Physiology-----	3
English 18A—English Composition-----	3
Physical Education 51A—Freshman Activities-----	$\frac{1}{2}$
Industrial Education 1—Freehand Drawing-----	2
Industrial Education 11—Bench Woodwork-----	3
Freshman Problems-----	$\frac{1}{2}$
	<hr/> 15

### Second Semester

Political Science 1B—Government-----	3
Science 50B—Physiology-----	3
English 18B—English Composition-----	3
Physical Education 51B—Freshman Activities-----	$\frac{1}{2}$
Industrial Education 3—Architectural Drawing-----	3
Industrial Education 12—Machine Woodwork and Cabinet-----	3
Freshman Problems-----	$\frac{1}{2}$
	<hr/> 16

## SOPHOMORE YEAR

### First Semester

Economics 1B—Applied Economics-----	3
Mathematics 11—Applied Mathematics-----	2
Physical Education 51C—Sophomore Activities-----	$\frac{1}{2}$
Industrial Education 4—Machine Drawing-----	3
Science 1A—Inorganic Chemistry-----	3
Economics 180—Industrial History of the United States-----	3
	<hr/> 14 $\frac{1}{2}$

### Second Semester

Psychology 1—General Psychology-----	3
Education 57—Introduction to Study of Education-----	3
Science 6—Applied Science-----	3
Physical Education 52—Sophomore Activities-----	$\frac{1}{2}$
Industrial Education 31—Elementary Machine Shop-----	3
Elective (not in Industrial Education)-----	3
	<hr/> 15 $\frac{1}{2}$

## JUNIOR YEAR

## First Semester

Units

Education 175—Educational Psychology	3
Industrial Education 130—Electrical Construction	3
Industrial Education 134—Fundamentals of Automotive Machinery	3
Physical Education 160A—Junior Activities	$\frac{1}{2}$
Technical electives	5
Elective (not Industrial Education)	2

16 $\frac{1}{2}$ 

## Second Semester

Industrial Education 113—Sheet Metal Work	2
Industrial Education 141—Vocational Education	2
English 11—Public Speaking	2
Industrial Education 135—Internal Combustion Engines	3
Elective (not Industrial Education)	2
Technical electives	2
Electives, free	3
Physical Education 160B—Junior Activities	$\frac{1}{2}$

16 $\frac{1}{2}$ 

## SENIOR YEAR

## First Semester

Education 173—Secondary Education	2
Economics 142 (I.E.)—Study of Occupations	3
Education 191 (I.E.)—Content and Materials	2
Education 192 (I.E.)—Directed Teaching	2
Industrial Education 105—Industrial Arts Design	2
Free electives	4

15

## Second Semester

Education 190 (I.E.)—Teaching Problems	3
Education 143—Educational and Vocational Guidance	2
Education 192 (I.E.)—Directed Teaching	3
Elective Shop Work	5
Free electives	2

15

Electives must be chosen under the approval of the head of the department, and must be selected with reference to the student's major interest within this field, and the scope of the work to be covered by the credential sought.

A minimum of two months (416 clock hours) of practical garage experience in addition to the 124 units of college work is required for the long term credential to teach automobile mechanics.

A minimum of not less than 8 units of college work plus not less than 416 clock hours of practical experience in a commercial shop are required for certification in printing.

If the candidate for the degree does not furnish proof of practical experience in either auto-mechanics or printing, he must then have worked not less than 416 hours in some other craft before receiving his teaching credential.

#### **Courses Leading to a Limited Credential in Industrial Arts Education.**

(A course open to persons with trade experience.)

##### **a. Entrance requirements:**

- (1) Minimum and maximum age limits for entrance, 24 to 40.
- (2) Graduation from a four-year high school or its equivalent.
- (3) Not less than five years of practical experience in an approved trade.
- (4) Successful passing of trade and aptitude tests as provided by the college.

##### **b. Training required:**

Not less than two years of special teacher training, consisting of a minimum of 60 units, distributed approximately as follows:

	Units
English -----	6
Social Science -----	9
Mathematics -----	3
Science -----	6
Education -----	15
Supervised Teaching -----	6
Physical Education -----	2
Hygiene -----	2
Related Technical Subjects -----	11
 Total minimum requirements -----	 60

Upon successful completion of this course, the student is granted, upon the recommendation of the college, a state credential to teach a limited range of shopwork in secondary schools. This credential may be broadened from time to time upon completion of additional requirements.

#### **Special Credential for Teaching Farm Mechanics.**

By taking a course of 10 units in farm mechanics, approved by the state supervisor of agricultural education, students who have completed 40 units of the required technical work will receive in addition to their credential in industrial arts education a special credential in farm mechanics entitling them to teach farm mechanics to classes in vocational agriculture organized under the federal and state vocational education acts.

#### **Work Leading to Credential in Supervision.**

Persons who hold the credential for teaching industrial arts education and who have had at least 17 months of successful teaching

experience may obtain the credential in Special Supervision within this field by taking the following courses:

- a. Four semester units of work selected from the least two of the following courses (Growth and Development of the Child required):
  - (1) Growth and Development of the Child.
  - (2) Philosophy of Education.
  - (3) History of Education in the United States.
  - (4) Social value of the special field in which supervision is to be done.
- b. Six semester units of work selected from the following group (Organization, Objectives and Supervision of Instruction in Industrial Education required):
  - (1) Organization, Objectives and Supervision of Instruction in Industrial Education.
  - (2) Tests and Measurements in the Special Field.
  - (3) Problems of Supervision in Industrial Education.
  - (4) Vocational Guidance.

For further information about this credential see State Board of Education Bulletin H-2.

## MINORS IN INDUSTRIAL EDUCATION

### Minor in Mechanical Drawing.

Lower Division—			Units
Industrial Education	2—Instrumental Drawing	-----	2
Industrial Education	4—Elementary Machine Drawing	-----	3
Industrial Education	3—Elementary Architectural Drawing	-----	3
Industrial Education	11—Foundations of Woodworking	-----	3
Upper Division—			
Industrial Education	104—Related Mechanical Drawing	-----	2
Industrial Education	105—Industrial Arts Design	-----	3
Industrial Education	144—General Metal Shop	-----	2

### Minor in Woodwork.

Lower Division—			
Industrial Education	1—Elementary Freehand Drawing	-----	2
Industrial Education	2—Instrumental Drawing	-----	3
Industrial Education	11—Bench Woodwork	-----	3
Industrial Education	10—Elementary Furniture Construction	-----	3
Upper Division—			
Industrial Education	108—Advanced Cabinet Making and Mill-work	-----	3
Industrial Education	105—Industrial Arts Design	-----	2
Industrial Education	142—Study of Occupations, or		
Industrial Education	143—Vocational Guidance	-----	2

**Minor in Industrial Arts for Elementary Schools.****Lower Division—****Units**

Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 22—Elementary Woodwork-----	2
Industrial Education 2—Instrumental Drawing-----	3
Art 19A—Public School Art-----	2

**Upper Division—**

Industrial Education 171A or 171B—Manipulative Work for the Integrated Curriculum in Elementary Schools-----	2
Industrial Education 126—Art Metal Work-----	2
Industrial Education 151—Supervised Teaching-----	2
Industrial Education 102—Architectural Drawing and Design, or	
Industrial Education 144—General Shop Activities, or	
Industrial Education 124—Reed Furniture Construction-----	3

**Minor in Electrical Work.****Lower Division—**

Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing-----	3
Industrial Education 31—Machine Shop Practice-----	3
Industrial Education 130—Electrical Construction-----	3

**Upper Division—**

Industrial Education 132—Advanced Electrical Construction----	2
Industrial Education 26—Applied Mathematics-----	2
Industrial Education 131—Radio Construction and Operation----	3

**Minor in General Metal Work.****Lower Division—**

Industrial Education 1—Elementary Freehand Drawing-----	2
Industrial Education 2—Instrumental Drawing-----	3
Industrial Education 31—Machine Shop Practice-----	3
Industrial Education 113—Sheet Metal Work-----	2
Industrial Education 126—Art Metal Work-----	2

**Upper Division—**

Industrial Education 134—Fundamentals of Automotive Machinery-----	3
Industrial Education 143—General Metal Shop-----	2
Industrial Education 111—Forging and Welding-----	2



## DESCRIPTION OF COURSES IN INDUSTRIAL EDUCATION

### LOWER DIVISION COURSES

#### **Industrial Education 1. Freehand Drawing (2).**

A course giving fundamental theory and practice in freehand perspective, lettering, sketching, etc., with specific application to furniture, buildings, machinery, and fundamental principles of structural design. Black-board sketching and study of color harmonies included.

#### **Industrial Education 2. Instrumental Drawing (3).**

This course embraces instruction and practice in the use of mechanical drawing instruments and in lettering. It includes also the solution of the geometric problems commonly met in mechanical drawing, shop sketching, and working drawing, and covers orthographic projection and isometric drawing. Students who have done two or more years work in drawing in high school may make a substitution for this course.

#### **Industrial Education 3. Architectural Drawing (3).**

This course covers the principles and practice of drawing as applied to house planning, furniture representation, and architectural details. Includes lettering and the technique of architectural drafting.

Prerequisite: Industrial Education 2 or its equivalent.

#### **Industrial Education 4. Machine and Sheet Metal Drawing (3).**

In this course special attention is given to machine drafting and sketching and to mechanisms and their various applications. This course includes also development of sheet-metal patterns.

Prerequisite: Industrial Education 2 or its equivalent.

#### **Industrial Education 10. Elementary Furniture Construction (2).**

This course is especially designed to cover the construction of such articles of furniture as can be made by students of the upper grades of the elementary or grammar school. (Not offered in 1934-1935.)

#### **Industrial Education 11. Bench Woodwork and Wood Turning (3).**

The object of this course is to give the student practice in the fundamental processes of bench work in wood and in the operation of the turning lathe, placing emphasis on correct methods, shop organization, care of tools, etc.

#### **Industrial Education 12. Machine Woodworking and Cabinet Construction (3).**

In this course the student is able to get acquainted with the use and upkeep of woodworking machinery in the construction of various types of cabinet work, case work, and furniture.

Prerequisites: Industrial Education 2, 11.

#### **Industrial Education 13. Wood Turning (1) or (2).**

This course provides opportunity for mastering the fundamentals of wood turning. It includes spindle turning, face plate and chuck turning, and spiral work.

**Industrial Education 15A. Printing (3).**

The purpose of this course is to give the student practice in the fundamental operations involved in straight composition, proofing, correcting, and imposition. A study is made of type and type faces suitable for different effects. Platen presswork is also covered.

**Industrial Education 15B. Printing (3).**

A continuation of course 15A. It consists of the more advanced problems in composition, imposition, and presswork. A study is made of space relations and design in printing, and also of effects brought about by type selection, suitable paper stock, and color harmonies.

**Industrial Education 18. Cement and Concrete Work (2).**

This course involves the study of the use of cement in its application to home building and decoration. Practice is given in form making for plain and decorative work using wood, clay, plaster of paris, etc., as media. Attention is given to proportioning mixtures for different types of construction, applying various kinds of finishes, and the use of color in cement.

Prerequisite: Industrial Education 11.

**Industrial Education 22. Elementary Woodwork (3).**

A course covering the fundamental handwork processes in woodwork and finishing that are applicable to the activity program in the elementary schools.

**Industrial Education 31. Elementary Machine Shop Practice (3).**

The processes which are included in this course are the simpler operations performed by the general machinist. These operations cover bench work and the methods of laying out or drawing on metal; also simple cylinder turning and screw cutting, with simple drilling, planing, and taper work.

Prerequisite: Industrial Education 4.

### UPPER DIVISION COURSES

**Industrial Education 101. Advanced Freehand Drawing (2).**

A course dealing with freehand representation of various objects related to the work of the school shops, and with the fundamental principles of color and design in their application to articles produced in such shops.

Prerequisite: Industrial Education 1.

**Industrial Education 102. Architectural Drawing and Design (3).**

A course covering the theory and practice involved in making complete plans and specifications for a dwelling. Study of styles of architecture, economy and arrangement of floor space, suitable kinds of building materials, building ordinances. Experience in estimating and in topographical drawing.

Prerequisites: Industrial Education 1, 2, 3.

**Industrial Education 103. Machine Drafting and Design (3).**

This course covers various types of cams and gears and the study of the simpler forms of motion in their application to machinery. Each student will have the opportunity to make a complete set of drawings and details for a small machine.

Prerequisite: Industrial Education 4.

**Industrial Education 104. Related Mechanical Drawing (2).**

This course offers study and practice in such phases of working drawing, blueprint reading, and shop sketching as are needed in order to relate fully the work of the drawing room with the actual work done in the shop or on the job.

Prerequisite: Industrial Education 2 or equivalent.

**Industrial Education 105. Industrial Arts Design (2).**

A study of fundamental principles underlying structural design, with special emphasis upon the design and construction of articles of furniture and other projects suitable for production in school shops. Includes also a consideration of the use and effect of color as a factor in design.

Prerequisites: Industrial Education 1, 2.

**Industrial Education 106. House Carpentry (3).**

In this course the student is given instruction and practice in the building and repairing of structures ranging in complexity from the simplest frame building to the more complex frame cottage. The course includes every phase of carpentry of value to the home builder.

Prerequisites: Industrial Education 3, 11.

**Industrial Education 107. Advanced Furniture Construction (3).**

A course involving both individual and factory production of domestic furniture, including inlaying, simple carving, fluting and reeding. Articles for production are chosen or designed according to ability and ambition of each individual student.

Prerequisite: Industrial Education 12.

**Industrial Education 108. Advanced Millwork (3).**

The object of this course is to give definite practice in the proper use of woodworking machinery, and in producing millwork for building construction and machine-made furniture. The proper routing of work in the shop, and the possibilities of each machine are studied. Time is devoted to the adjustment, care, and upkeep of the machines, motors, and other equipment.

Prerequisite: Industrial Education 12.

**Industrial Education 111. Forging and Oxyacetylene Welding (2).**

Here are presented those aspects of forging and oxyacetylene welding which every farmer, auto mechanic, and general machinist should know, including also a few simple problems in ornamental work.

**Industrial Education 112. Ornamental Ironwork (2).**

A course covering design and construction of articles made of ornamental iron, as applied to buildings, furniture, and decorative household articles.

**Industrial Education 113A. Sheet Metal Work (2).**

This course is intended to prepare the student to perform such sheet-metal processes as are of interest and value in the school shop or to the home owner. Courses of study are also considered, as well as the adaptation of the work to the various grades of the school.

**Industrial Education 113B. Plumbing and Pipe Fitting (1).**

This is a brief course including such facts and skills as will enable the student to teach simple household plumbing repairs, and to do simple pipe fitting.

**Industrial Education 114. Pattern-Making and Foundry Practice (2).**

A course combining the elements of pattern-making with those of molding and of operating a small cupola. Aluminum casting is practiced from the standpoint of its possibilities in the public school. This work is carried out in close cooperation with other departments, and all castings are used for practical projects.

Prerequisite: Industrial Education 11. (Not offered in 1934-1935.)

**Industrial Education 115. Advanced Machine Shop Practice (3).**

In this course the opportunity is given for practice in the more intricate and exacting processes involved in machine shop work. The projects made are all of direct practical use, repair parts for automobiles being overhauled in the auto shop and articles of school equipment form a part of the course.

Prerequisite: Industrial Education 31.

**Industrial Education 116. Machine Shop and Tool Making (3).**

An advanced course in machine shop practice involving the construction of machines and tools for practical use, as well as the making of repair parts for tools, machines, and automobiles.

Prerequisites: Industrial Education 31 and 115.

**Industrial Education 117. Advanced Printing (3).**

This course is designed to give prospective teachers such information and practice as will enable them to direct the printing operations required in the small school print shop. Special attention is given to the problems involved in producing a school paper, and the job work suitable to such a shop. Attention is given to type selection, design, color harmonies, and two and three color work. Study is also made of equipment needs for school use.

Prerequisite: Industrial Education 15A-B.

**Industrial Education 118. Printing and Bookbinding (3).**

A course giving practice in the more advanced work that may be done in the school print shop, including bookbinding. (Not offered in 1934-1935.)



**Industrial Education 119A. Advanced Course in Printing (3).**

A course comprising the more advanced problems of the school print shop, involving work on posters, production of books and the use of color processes.

**Industrial Education 119B. Typographical Layouts (3).**

This course places particular emphasis upon printing design, layouts and color work.

Prerequisite: Industrial Education 119A.

**Industrial Education 120A. Linotype Operation (3).**

This is a fundamental course covering the operation of the linotype.

**Industrial Education 120B. Linotype Operation (3).**

A second course in linotyping comprising the setting of display matter and other special work.

**Industrial Education 121A. Manipulative Work for the Integrated Curriculum in Primary Grades (2).**

A course designed to give opportunity to teachers in training to plan and execute integrated handwork activities in an atmosphere similar to that found in the primary grades. Stress is placed upon understanding and appreciation, manipulative skill in the use of materials, and upon knowledge of sources and uses of various materials and means for activity work.

**Industrial Education 121B. Manipulative Work for the Integrated Curriculum in Elementary Grades (2).**

This course offers for the teachers of elementary grades the same type of program as that described under Industrial Education 121A. The manipulative work is carried out in the atmosphere of the actual classroom with stress upon the integration of handwork activities with the regular subject matter in the elementary grades.

**Industrial Education 122. Upholstery (2).**

This course deals with the tools and materials of the process of upholstering, and gives the student a practical acquaintance with such simpler processes as would be employed in doing over old pieces of furniture as well as in upholstering new pieces. (Not offered in 1934-1935.)

**Industrial Education 123. Art Crafts (3).**

Work in various crafts such as copper, block cutting and printing, tooled leather, and the like, which can be made the basis for the practical application of artistic designs, will form the foundation of the course.

**Industrial Education 124. Reed Furniture Construction (2).**

A course covering the methods of making furniture of reed and similar material, including coloring and applying various types of finishes. (Not offered in 1934-1935.)

**Industrial Education 125. Painting and Woodfinishing (1 or 2).**

Here the pupil receives instruction and practice in the various phases of preserving and beautifying the home structure and the furniture of

the home. The course embraces painting, staining, varnishing, enameling, use of transfers, etc.

Prerequisite: Industrial Education 11 or equivalent.

**Industrial Education 126A-B. Art Metal Work (3-3).**

This course gives training in making of useful and ornamental articles in brass, copper, silver, and Britannia metal. Emphasis is laid on appropriate design and fine execution.

**Industrial Education 127. Leather Work (2).**

This course includes the study of the manufacture of leather and its use in all of its more common applications. It embraces the common processes of shoe repair, and the methods of shoe making. It covers also such work as is involved in making of brief cases, purses, etc., with simple decorations and tooling.

**Industrial Education 128. Kindergarten Crafts (2).**

This course includes a study of the beginnings of the fine and industrial arts and their educational value and relationship to other subjects of the kindergarten-primary school. Constructive work in all materials as a medium of self-expression will include work with clay, plasticine, paper, crayons, cardboard, reed, raffia, wood, cloth, textile, and natural and discarded materials.

**Industrial Education 130. Electrical Construction (3).**

The object of this course is to acquaint the student with the standard methods of installing light and heat circuits in the home, and with fire underwriters regulations regarding size and kind of wire and fixtures. The course includes a study of the structure, care, repair and adjustment of the various types of electrical equipment used in the home.

**Industrial Education 131. Radio Construction and Installation (2).**

A course designed to give practice in the construction of radio sets of various types, in connection with the study of fundamental principles of radio construction and installation. It includes a study of short-wave radio operation and installation.

**Industrial Education 132. Advanced Electrical Construction (3).**

This course is a continuation of course 130, involving further study of electricity, including courses of study and methods of teaching in this subject in public schools.

Prerequisite: Industrial Education 130.

**Industrial Education 134. Fundamentals of Automotive Machinery (3).**

It is the object of this course to give the student his introduction to the nature and construction of the various parts of the automobile, through practical study of frames and springs, steering gears, axles, brakes, clutches, transmissions and universals. Lectures and practical work in the shop in assembling, taking down, and adjusting the various parts. The course includes also a rapid survey of the entire power plant in its relation to the other parts of the machine.



**Industrial Education 135. Internal Combustion Engines (3).**

This course is devoted to the study of the internal combustion engine as it is applied to the automobile, the tractor, and the stationary engine. Taking down, assembling, and testing of various types of motors and adjusting their parts for efficiency of operation. Lectures preparatory to the processes. The course embraces mechanical problems only, and not electrical problems.

Prerequisite: Industrial Education 134.

**Industrial Education 136. Automotive Repair (3).**

The work is done on live cars which need overhauling. Lecture work on typical troubles and their cure, and special instruction in the necessary mechanics will precede the actual laboratory work on the cars.

Prerequisites: Industrial Education 134 and 135.

**Industrial Education 137. Advanced Automotive and Tractor Work (3).**

An advanced course in the study of the more intricate phases of automotive repair work, with special emphasis on the care and upkeep of the tractor, the truck, and the school bus. The electrical equipment of the car and the fuel vaporizing are studied, and attention is given to possible disorders in these systems.

The organization of the school shop for automotive work, the equipment necessary, and the methods of handling routine repair work are made a definite part of this course.

Prerequisites: Industrial Education 134, 135, 136.

**Industrial Education 138. Automobile Electrics (2).**

Electrical service work embracing the principles of electricity as applied to automobile and tractor ignition, starting and lighting equipment with the study of the construction of the necessary apparatus and its care and repair. Storage battery work including principles of electricity and chemistry as applied to the storage battery, a study of the construction of storage batteries, methods of testing, equipment for charging, etc.

Prerequisites: Industrial Education 134, 135.

**Industrial Education 139. Orientation Courses in Aeronautics (2).**

In this course the students are given an opportunity to learn the fundamental principles upon which the airplane is built and operated. The terminology of the mechanical phases of airplane construction is also studied, as are also the problems pertaining to commercial aviation and its possibilities. (Not offered in 1934-1935.)

**Industrial Education 141. Vocational Education (2).**

This course is intended to orient the student in the history, present status, and modern problems of vocational education. Terminology is discussed, types of schools and varieties of courses are described, and the special place and function of each is presented. Emphasis is placed upon the California laws applying to vocational education and to state board regulations relating to those laws.

**Industrial Education 143. General Metal Shop (2).**

A course involving the method of organizing and managing the general metal shop in junior and senior high schools; combined with manipulative work in cold metal, forging, making simple patterns, molding, and metal casting. A number of projects of the type suitable for the public school is completed by each student.

Prerequisite: Industrial Education 111. (Not offered in 1934-1935)

**Industrial Education 144. The General Shop (2).**

A course covering planning, organization, and management of the general shop. A study is made of different types of general shops, scope of activities, and teaching methods. A large part of the time is spent in manipulative work covering suitable projects and processes for the general shop in public schools.

**Industrial Education 184. Administration of Vocational Education (2)**

A course dealing with the problems of administration of vocational education in its varied aspects. Study is made here of state and national provisions for subsidizing vocational classes of various types of schools and classes, of the qualification of teachers for the different types of programs, cooperation with labor and industry in apprenticeship training and in cooperative and other part-time classes. Attention is given to laws governing vocational programs, and to a study of successful programs now in operation. (Not offered in 1934-1935.)

**Industrial Education 185. Part-Time Education (2).**

A course devoted to the study of the needs and purposes of part-time education in its various forms, the types of organization and instructional procedure suited to the part-time school, including the problems of occupational guidance, and coordination and placement. Special study is made of part-time school conditions in California. (Not offered in 1934-1935.)

**COURSES LISTED IN OTHER DEPARTMENTS FOR THE  
INDUSTRIAL EDUCATION STUDENTS**

**Economics 142 (I. E.). A Study of Occupations (3).**

See economics courses, page 137.

**Education 143. Educational and Vocational Guidance (3).**

See education courses, page 62.

**Education 190 (I. E.). Teaching Problems in Industrial Arts  
Education (3).**

See education courses, page 65.

**Education 191 (I. E.). Content and Materials in Industrial Arts  
Education (2).**

See education courses, page 66.

**Education 192 (I. E.). Directed Teaching in Industrial Arts (5).**

See education courses, page 67.

**Education 195A (I. E.). Organization, Objectives, and Supervision of  
Instruction in Industrial Education (3).**

See education courses, page 67.

**Education 195 B (I. E.). Problems of Supervision in Industrial  
Education (3).**

See education courses, page 68.

**Mathematics 11. Applied Mathematics (2).**

See mathematics courses, page 109.

**Science 6. Shop Chemistry (3).**

See science courses, page 130.

# MATHEMATICS

Mr. Peters

## MINOR IN MATHEMATICS

Lower Division—	Units
Mathematics 1—College Algebra .....	3
Mathematics 2—Theory of Finance.....	3
Mathematics 3A—Analytical Geometry.....	3
Mathematics 3B—Differential Calculus.....	3
	12
Upper Division—	
Upper Division Mathematics Courses.....	6

## DESCRIPTION OF MATHEMATICS COURSES

### LOWER DIVISION COURSES

#### Mathematics 1. College Algebra (3).

Theory of linear and quadratic equations, theory of logarithms with practice in numerical computation, binomial theorem, mathematical induction, progressions, permutations and combinations, probability, simple theory of finance, series. Fall semester.

Prerequisites:  $1\frac{1}{2}$  years of high school algebra, plane geometry.

#### Mathematics 2. Theory of Investment (3).

Simple and compound interest, annuities, stocks, bonds, cost depreciation, probability, insurance, and life annuities. Spring semester.

Prerequisite: Mathematics 1.

#### Mathematics 3A-B. Plane Analytic Geometry with Differential Calculus (3-3).

The straight line, circle, conic sections, equations of first and second degree, geometry of space, with study of limits, maxima and minima derivatives, differentials, rates, simple problems in integration.

Prerequisites: Plane trigonometry and  $1\frac{1}{2}$  years of high school algebra.

#### Mathematics 5A-B. Surveying (3-3).

Theory and use of the transit and level, mapping, contours, time determinations, triangulation.

**Mathematics 10. Principles of Mathematics (3).**

Minimum essentials in business relationship; algebra and geometrical processes; review of fundamental operations, fractions, decimals, mensuration, solution of equation.

All students of the kindergarten and elementary departments must pass an entrance examination in mathematics before registering for Mathematics 10, or take a coaching course. The time and place for the examination and the coaching course will be announced on the bulletin boards.

**Mathematics 11. Applied Mathematics (2).**

In this course are studied the applications of mathematics to the problems arising in connection with shop and construction work of various kinds. The use of formulas, simple trigonometric functions, and tables of logarithms are included.

Prerequisite to machine shop and automobile work.

**Mathematics 12. Trigonometry (3).**

Plane and spherical trigonometry.

**Mathematics 104A-B. Integral Calculus and Geometry of Space, Series (3-3).**

Integration, summation processes, areas, surfaces, volumes, limits, differential equations.

Prerequisite: Mathematics 3A-B.

## MUSIC

---

Mrs. Barnett  
Mr. Leedy

### LOWER DIVISION COURSES

**Music 1. Principles of Music (2).**

Required of all elementary and junior high school education students. A course in the fundamentals of singing, sight reading, and tone thinking. First semester.

**Music 3A-B. Harmony (3-3).**

Intervals and chords; harmonization in two, three, and four voices, to given bass and melody, including tonic, dominant, and subdominant chords and their substitutes.

Prerequisite: Music 1.

**Music 5. Elementary Ear Training (2).**

**Music 6A-B; Music 6C-D. Voice (1-1).**

**Music 8A-B; Music 8C-D. Choral Music (1-1).**

Open to all students with good singing voices.

**Music 20A-B. Wind and String Instruments (1-1).**

**Music 30A-B. Beginning Piano (1-1).\***

**Music 40A-B. Beginning Organ (1-1).\***

**Music 50A-B. Beginning Violin (1-1).\***

### UPPER DIVISION COURSES

**Music 102A-B. Music Appreciation (2-2).**

**Music 103A-B. Advanced Harmony (3-3).**

Modulation through common chord and common tone. Chromatic harmonies. Augmented chords. Two and three-part inventions.

Prerequisite: Music 3A-B.

**Music 104A-B. History of Music (2-2).**

**Music 105. Advanced Ear Training (2).**

---

\* To be given by arrangement with the head of the department.



Music 106A-B. Voice (1-1).

Music 108A-B. Choral Music (1-1).

Music 109A-B; Music 109C-D. Orchestra (1-1).

Open to all students who have had experience in playing an orchestral instrument.

Music 110A-B; Music 110C-D. Band (1-1).

Open to all students who have had experience in playing a band instrument.

Music 112. Music Appreciation for Kindergarten-Primary Grades (1).

A study of elementary rhythm, form, melodic beauty and moods in music, suitable to these grades. Discussion of the rhythm orchestra and creative music.

Music 113. Music for Plays, Festivals and Pageants (1).

A wide variety of music material, suitable for all types of entertainment, will be examined and tried out.

Music 120A-B. Conducting (1-1).

Music 123A-B. Advanced Harmony (1-1).

Music 130A-B. Advanced Piano (1-1).\*

Music 140A-B. Advanced Organ (1-1).\*

Music 150A-B. Advanced Violin (1-1).\*

Education 190 (Music K.-P.). Kindergarten and Primary Music Methods (2).

Required of all kindergarten-primary students.

Education 190 (Music Elem.-J. H.). Music Education (2).

Required of elementary-junior high education students. Prerequisite: Music 1. (See Education Courses, page 66.)

Education 190 (Music. App.) Methods of Teaching Music Appreciation in Elementary Grades (2).

## MUSIC MINORS

### Public School Music.

#### Lower Division—

Prerequisite: Ability to sing a simple song.	Units
Music 1—Principles of Music .....	2
Music 6A-B—Voice .....	2
Music 3A-B—Elementary Harmony .....	6
Music 5—Elementary Ear Training .....	2

\* To be given by arrangement with head of department.

## Upper Division—

Music 101—Music Education .....	2
Music 108A-B—Choral Music .....	2
Music 104A-B—History and Appreciation of Music .....	4
	<hr/>
	20

**Orchestra and Band Instruments.**

## Lower Division—

Prerequisite: Ability to play a stringed or wind instrument.	
Music 1—Principles of Music .....	2
Music 3A-B—Elementary Harmony .....	6
Music 20A-B—Wind and String Instrument Class .....	2
Music 5—Elementary Ear Training .....	2

## Upper Division—

Music 103A-B—Advanced Harmony .....	6
Music 109A-B—Orchestra .....	2
Music 120A-B—Conducting .....	2
	<hr/>
	20

**Kindergarten-Primary Music.**

## Lower Division—

Prerequisite: Ability to play simple songs and marches, and to sing in tune.

Music 3A-B—Elementary Harmony .....	6
Music 6A-B—Voice .....	2
Music 1—Principles of Music .....	2
Music 5—Elementary Ear Training .....	2

## Upper Division—

Education 190 (Music K.-P.)—Kindergarten-Primary Music .....	2
Music 108A—Choral Music .....	1
Music 112—Music Appreciation for Kindergarten-Primary and Kindergarten-Elementary .....	2
Music 113—Music for festivals, plays and pageants .....	1
	<hr/>
	18

# PHYSICAL EDUCATION DEPARTMENT

## MEN AND WOMEN

Mr. Davis

Mrs. Hodgins

Miss Van Fossen

Mr. Denno

Miss Creary

Mr. McCray

The physical education department offers three types of service to college students:

- a. Activity courses furnishing desirable exercise and recreational values during college years and afterwards.
- b. Courses for students who wish to make the profession of physical education their life work.
- c. Preparation for teaching the fundamentals of physical activities for kindergarten, elementary school and junior and senior high schools, and for arranging physical education programs in these fields.

### Requirements for all College Students.

- a. A medical examination is required of every student enrolled in the college.

Every student in regular standing is urged to enroll in some physical education course during each semester while he is in college. Students recommended by the medical examiner for restricted activity will be assigned to individual work or rest, under the course called Individual Adaptations (Physical Education 8 or 53).

- b. **Three units of Physical Education.** The first two units are in prescribed courses to be taken at the rate of  $\frac{1}{2}$  unit each semester during the first four semesters. In upper division one unit of Physical Education 160, Recreation, may be taken in either the junior or senior year, or  $\frac{1}{2}$  unit may be taken in each upper division year.

**For Men.**—The lower division requirement for the first three semesters may be met by either Physical Education 51A, B, C, or any of the intercollegiate sports in Physical Education 70-76. The fourth semester's requirement for all men is Physical Education 52.

In upper division, the work is elective. Upon completion of the lower division requirements, the student may select his activity from the following list offered under the courses Physical Education 160A-B.

Boxing  
Wrestling  
Swimming

Tennis  
Golf  
Handball

Archery  
Squash  
Boating (sail, power, canoe)

**For Women.**—The lower division requirement for the first three semesters is met by Physical Education 1A, B, 2A. The fourth semester course, Physical Education 2B, is required of *all* women.

In upper division, the work is elective. Upon completion of the lower division requirements, the student may select her activity from the following list offered under the courses Physical Education 160A-B and 161A-B:

Tennis	Horseback riding	Horseshoes, Badminton,
Archery	Dancing	Deck Tennis, Shuffle-
Boating	Tumbling	board
Golf	Handball	

#### **Requirements for Graduation with a Major in Physical Education.**

Students may obtain simultaneously a B.A. degree with a major in physical education and the special secondary credential in physical education.

The special secondary credential in physical education enables the student to obtain positions in junior high and senior high schools, and special positions in the recreation or coaching fields.

#### **General requirements.**

Candidates for degrees with a major in physical education must fulfill all the state board and institutional requirements which are set forth on pages 31, 32.

#### **Special requirements.**

Students desiring to specialize in the field of physical education must be physically sound, and believe in and demonstrate the highest type of leadership.

#### **Units in physical education.**

**Maximum**—Not more than 48 units of the 124 required for graduation may be taken in physical education courses.

**Upper division**—Not more than 30 units of upper division courses taken in physical education after entering the upper division will be counted toward the B.A. degree.

#### **Minors.**

One of the following minors must be selected:

- |                   |                         |
|-------------------|-------------------------|
| 1. Art            | 5. Industrial Education |
| * 2. English      | 6. Music                |
| * 3. History      | * 7. Science            |
| 4. Home Economics |                         |

#### **Senior transfers.**

Students with senior standing at the time of admission to the college by transfer from other institutions must complete 30 units in residence, 18 of which must be in upper division courses, including at least 12 units in physical education.

\* Starred fields are recommended for minors. For the specific requirements in each, see the several departments.

**Lower division requirements.****Men and Women.** (42 or 46 units.)

1. Requirements from departments other than major department.

Physical education majors must fulfill the standard lower division requirements for all candidates for a degree or credential in this college. The student should study the section on lower division, pages 33–37, and consult his adviser as to desirable choices among the offerings in each field.

2. Requirements from major department.

**MEN (27 units)**

Physical Education 54  
Physical Education 55  
Physical Education 56  
Physical Education 42  
Physical Education 70–76

**WOMEN (11½ units)**

Physical Education 11–18  
Physical Education 2B  
Physical Education 42

**Upper division requirements.****Men and Women.**

1. Requirements from departments other than the major. (19 units.)

Education 173  
Education 174A-B  
Education 175  
Education 177  
Education 137  
Education 190 (P.E.)  
Education 192 (P.E.)

2. Requirements from major department.

**MEN (17 units)**

Physical Education 109A-B  
Physical Education 150  
Physical Education 152  
Physical Education 153  
Physical Education 170–176

**WOMEN (26 units)**

Physical Education 113–119  
Physical Education 121  
Physical Education 122  
Physical Education 130  
Physical Education 150  
Physical Education 174

**Credential requirements.**

Interpretation of the requirements for the special credential in physical education in terms of the courses offered in this college is as follows:

1. Minimum 16 unit academic requirement is covered in the required courses for the group major.
2. Education requirements covered by the required courses Education 57, 137, 173, 174, 175, 177, 190.

Principles, methods and practice of teaching covered by Education 192 (P.E.)

Recommended courses in education—Education 117, 139, 178.

*Physical Education—Major*

3. Special requirement of 15 semester hours selected from four of the following fields:

Biology  
Anatomy

Physiology  
Hygiene  
Chemistry

Psychology  
Sociology

This requirement is satisfied by all students completing the group major. See following list required in group major:

	Units
Science 60A-B—Zoology -----	10
Science 50A—Physiology -----	3
Science 50B—Anatomy -----	3
Psychology 1 -----	3
* Science 1A-B or 2A-B—Chemistry -----	6 or 10
* Science 40A-B—Botany -----	8

4. A minimum of 24 semester hours chosen from at least seven of the following:

- Principles of Physical Education.
- Technique of Teaching Activities.
- Administration of Physical Education.
- Kinesiology (Applied Anatomy).
- Applied Physiology (Physiology of Exercise).
- Activities of Physical Education.
- Community Recreation.
- Individual Program Adaptations (Corrective Program Adaptations).
- Health Education.
- Growth and Development of Children. (See education courses, page 64.)

5. **Group majors.**—The following courses are offered at Santa Barbara. Twenty-six units chosen from the starred items are required in satisfaction of the group major.

	Units
* a. Physical Education 150 -----	3
* b. Physical Education 170-176 -----	2
Physical Education 113-119 -----	2
* c. Physical Education 152 -----	3
* Physical Education 130 -----	3
* d. Physical Education 42 -----	2
* e. Physical Education 54 -----	1
Physical Education 55 -----	1
Physical Education 56 -----	3
Physical Education 70-76 -----	1
Physical Education 11-18 -----	1
* f. Physical Education 109A-B -----	3
* g. Physical Education 122 -----	3
* Physical Education 153 -----	3
h. Physical Education 41 -----	2
i. Education 177 -----	2

\*May be substituted for Science 60A-B.



# SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN PHYSICAL EDUCATION FOR MEN

## JUNIOR YEAR

### First Semester

Units

Education 177—Growth of the Child-----	2
Education 174A—Principles of Junior High School-----	3
Education 175—Educational Psychology -----	3
Physical Education 109A—Scoutcraft -----	1
Physical Education 170—Technique of Teaching Football-----	1½
Physical Education 171—Technique of Teaching Basketball-----	1½
Physical Education—One unit to be selected from the following:	
Physical Education 70, 71, 75-----	1
Electives -----	4

17

### Second Semester

Education 191JH—Introduction to Teaching-----	2
Education 174B—Junior High School Procedure-----	3
Education 192PE—Directed Teaching-----	2
Physical Education 150—Principles of Physical Education-----	3
Physical Education 173—Technique of Teaching Track-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 72, 73, 74, 75, 76-----	1
Electives -----	4

17

## SENIOR YEAR

### First Semester

Education 173—Secondary Education -----	2
Education 192JH—Directed Teaching -----	2
Education 192PE—Directed Teaching -----	2
Physical Education 152—Administration and Organization-----	2
Physical Education 153—Individual Program Adaptations-----	3
Physical Education 174—Technique of Teaching Tennis-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 70, 71, 75-----	1
Electives -----	3

17

### Second Semester

Education 136—Tests and Measurements-----	2
Education 137—Educational Statistics -----	2
Education 192PE—Directed Teaching -----	2
Physical Education 172—Technique of Teaching Baseball-----	2
Physical Education 175—Technique of Teaching Swimming-----	2
Physical Education—One unit to be selected from the following:	
Physical Education 72, 73, 74, 75, 76-----	1
Electives -----	6

17

# SUGGESTED UPPER DIVISION PROGRAM WITH A MAJOR IN PHYSICAL EDUCATION FOR WOMEN

## JUNIOR YEAR

First Semester	Units
Education 174—Principles of Junior High School-----	3
Education 175—Educational Psychology -----	3
Education 177—Growth of the Child-----	2
Physical Education 17—Advanced Folk and Clog Dancing-----	1
Physical Education 113—Technique of Hockey and Basketball-----	2
Physical Education 117—Technique of Teaching Swimming-----	2
Electives -----	3
	<hr/> 16

## Second Semester

Education 137—Educational Statistics -----	2
Education 190—Junior High School Procedure-----	3
Physical Education 119—Technique of Teaching Archery-----	2
Physical Education 18—Natural Dancing -----	1
Physical Education 114—Technique of Volleyball and Baseball-----	2
Physical Education 121—Physical Examination -----	1
Physical Education 150—Principles of Physical Education-----	2
Electives -----	2
	<hr/> 16

## SENIOR YEAR

### First Semester

Education 173—Secondary Education -----	2
Education 192—Directed Teaching -----	2
Physical Education 115—Technique of Soccer and Speedball-----	2
Physical Education 122—Theory Individual Program Adaptations---	3
Physical Education 174—Technique of Teaching Tennis-----	2
Electives -----	3
	<hr/> 14

### Second Semester

Education 136A—Educational Test and Measurements-----	2
Education 192—Directed Teaching -----	4
Physical Education 116—Technique of Teaching Gymnastics-----	2
Physical Education 118—Technique of Teaching Dancing-----	2
Physical Education 130—Administration of Physical Education-----	3
Electives -----	3
	<hr/> 16

## MINOR IN PHYSICAL EDUCATION

A minor for students who are majoring in other departments and who wish to minor in the department of physical education is as follows:

	Units
Minor in Men's Physical Education-----	18
Lower Division—	
Physical Education 56-----	3
Six units selected from any four of the following-----	6
Physical Education 54	
Physical Education 55	
Physical Education 70-76	
Upper Division—	
Education 192 (PE)-----	2
Physical Education 150-----	3
Physical Education 152-----	2
Education 177 -----	2
Minor in Women's Physical Education-----	18
Lower Division—	
Physical Education 1A, B-----	1
Physical Education 2A, 2B-----	1
Physical Education 18-----	1
Physical Education 14-----	1
Physical Education 13, 21, 22-----	2
Upper Division—	
Physical Education 118-----	2
Physical Education 160A-B-----	1
Physical Education 161A-B-----	1
Physical Education 130-----	3
Physical Education 150-----	3
Education 192 (PE)-----	2

**DESCRIPTION OF PHYSICAL EDUCATION COURSES****MEN—LOWER DIVISION COURSES****Physical Education 41. Health Education (1).**

One period per week will be devoted to health education lecture. These lectures will deal with the various aspects of personal hygiene, community hygiene, school hygiene, physical examinations and problems of the teacher in securing the health attitude of the child; the relation of nutrition to health and the importance of the "Safety First" education. Fall semester.

**Physical Education 42. Kinesiology (2). (Open to men and women.)**

This is the scientific study of bodily movement. It includes instruction in the principal types of muscular exercise, with discussion as to how they are performed and their relation to the problems of bodily development and bodily efficiency.

Prerequisite: Physiology 50A.

**Physical Education 51A. Prescribed Physical Education for Freshmen Men ( $\frac{1}{2}$ ).**

Marching tactics, class formations, elementary apparatus drill, fundamentals of football and basketball. Fall semester.

**Physical Education 51B. Elementary Drill in Tumbling and Stunts; Fundamentals of Baseball and Track ( $\frac{1}{2}$ ).**

Spring semester.

**Physical Education 51C. Fundamentals of Speedball, Soccer, Volleyball, Handball, Indoor or Playground Ball and Group Games ( $\frac{1}{2}$ ).**

Fall semester.

**Physical Education 52. Teaching Methods and Class Organization of Physical Education Activities ( $\frac{1}{2}$ ).**

Class procedure and theory of fundamental activities covered in 51A, B, C. Outlines of programs and arrangement of model lessons for different age groups.

Prerequisites: 51A, B, C. Spring semester.

**Physical Education 53. Individual Adaptations and Health Education ( $\frac{1}{2}$ ).**

Required course for those who are assigned to limited activity. The correction of physical abnormalities, treatment of faulty posture, curvatures, weak feet and arches, heart disturbances, overweight and underweight. Fall and spring.

**Physical Education 54. Boxing (1).**

Theory and art of self-defense; teaching of offense and defense; instruction in footwork, position of body, feinting development of different leads, blows, and guard position. Fall semester.

**Physical Education 55. Wrestling (1).**

Modern and scientific methods; the value of wrestling as training for other sports. Methods of offense and defense; mat generalship. Fall semester.

**Physical Education 56. The Teaching of Gymnastics and Mass Athletics (3).**

Mass tactics in physical education and athletics; methods of class organization and instruction in the conduct of formal work. Elementary marching tactics such as are necessary to facilitate movements in class formations. Value of relays, stunts, tumbling, apparatus in handling different age groups in gymnasium, picnics, etc. Fundamentals of volleyball, handball, badminton, etc. Fall semester.

**Physical Education 70. Football (1).**

Intercollegiate teams, practice, competition. Fall semester.

**Physical Education 71. Basketball (1).**

Intercollegiate teams, practice, competition. Fall semester.

**Physical Education 72. Baseball (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 73. Track (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 74. Tennis (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 75. Swimming (1).**

Intercollegiate teams, practice, competition. Spring semester.

**Physical Education 76. Golf (1).**

Intercollegiate teams, practice, competition. Spring semester.

**MEN—UPPER DIVISION COURSES**

**Physical Education 109A. Scoutcraft (Elementary) (1).**

A course intended to familiarize the student with the Boy Scout organization, its objectives and its organization. Actual participation in scout tests, measurements, and leadership. Assigned readings and problems, together with hikes and field work. Fall semester (Not offered 1934–1935.)

**Physical Education 109B. Scoutcraft (Advanced) (1).**

Continuation of course 109A, in which merit badge work and more advanced aspects of scouting will be studied. Lectures relating scoutcraft to present-day educational objectives. Each student assigned to a local troop as an assistant scoutmaster. Spring semester. (Not offered 1934–1935.)



**Physical Education 150. Principles of Physical Education (3).**

A course dealing with educational principles of physical education and their relationship to other educational subjects and to life. Relation of basic principles of physical education to economic, political, and social life. A study of the modern trend in physical education tests and measurements. Spring semester.

**Physical Education 152. Administration of Physical Education in Secondary Schools (3).**

Studying the problems involved in a department of physical education in junior and senior high schools. Organization of conferences or leagues; organization of departments in different sized high schools; details such as paper forms, tickets, budgets, buying, managing trips; the correlation of athletic and academic departments. Intramural organization. Medical examinations.

Prerequisite: Physical Education 150. Spring semester.

**Physical Education 153. Individual Program Adaptations (3).**

A teachers' course on how to detect, diagnose, and treat physical abnormalities. Theory of individual and group instruction. Theory and practice of prevention and correction of physical abnormalities among school children and adults. Theories of massage, conditioning, first aid for athletic injuries. Heating appliances and the application of heat; taping and bandaging.

Prerequisites: Physiology, Anatomy, Kinesiology. Fall semester.

**Physical Education 160A-B. Recreation (1½) (1½).**

This course fulfills the upper division requirement in physical education. It may be taken in either or both upper division years.

Selection may be made from any of the groups of recreational activities available on the college curriculum.

**Physical Education 170. Technique of Teaching Football (1½)\***

Practice and theory on the field. Individual instruction and practice on each position in backfield and line play, offense and defense. Emphasis on individual play, not on team play. Complete systems of defense and offense, together with correct method of playing each position. Study of different systems. East, West, South, and Middle West. Generalship, signal systems, scouting and rules, all studied from the coach's viewpoint. Fall semester.

**Physical Education 171. Technique of Teaching Basketball (1½)\***

Practice and theory of individual play. Basic fundamentals, passing, shooting, dribbling, stops, turns, etc. Theory of coaching basketball; fundamentals, various offensive and defensive systems, team organization, training and handling of men will be studied from the coach's viewpoint. Fall semester.

**Physical Education 172. Technique of Teaching Baseball (1½)\***

Theory and practice in batting, fielding, base running, and pitching. Fundamentals, team work, coaching, physical condition, and methods of indoor or early practice. Theory practiced under game conditions. Team



organization, training and handling of men will be studied from the viewpoint of the coach. Spring semester.

**Physical Education 173. Technique of Teaching Track (1½).\***

Theory and practice in the fundamentals of all track and field events; adaptation to individual peculiarities; rules of competition, and the study of physical condition and its relation to endurance. The promotion, management, and officiating of games and meets. History of track and the Olympic games. Spring semester.

**Physical Education 174. Technique of Teaching Tennis (2). (Open to men and women.)**

Fundamentals and methods of teaching and playing tennis. Ground and volley strokes. Forehand and backhand drives, forehand and backhand volleys, service, overhead, etc. Singles and doubles play. How to organize and manage tennis meets. Court construction and care. Fall semester.

**Physical Education 175. Technique of Teaching Swimming (2).**

Elementary swimming and diving, breast, side, trudgeon, crawl, and back strokes. Red Cross life saving and resuscitation. Course is planned not only to teach student to swim the various strokes, but also to be able to teach all the strokes. Spring semester.

**Education 192 (P. E.). Directed Teaching (2-2).**

See education courses, page 67.

---

\* Credit not given in these courses unless student is taking or has had P. E. 70, 71, 72, 73, respectively.

## WOMEN'S PHYSICAL EDUCATION

### LOWER DIVISION COURSES

#### **Physical Education 1A-B. Physical Education Activities for Freshmen Women ( $\frac{1}{2}$ - $\frac{1}{2}$ ).**

A course giving simple technique and skill in:

Fall semester—Free exercises, stunts, running and team games, sports, as hockey, basketball.

Spring semester—Free exercises, dancing, games, sports, as volleyball and baseball.

#### **Physical Education 2A. Physical Activities for Sophomore Women ( $\frac{1}{2}$ ).**

Simple technique and skill in dancing, stunts, games, sports, as soccer, speedball. Fall semester.

#### **Physical Education 2B. Theory and Practice in the Organizing and Leading of Groups in Activity ( $\frac{1}{2}$ ).**

Required of all women. Spring semester.

Prerequisites: 1A, B, 2A or equivalents.

#### **Physical Education 8. Individual Program Adaptation ( $\frac{1}{2}$ ).**

Students physically unable to enter regular classes may substitute this course. It is recommended that regular work be resumed as soon as possible. Either semester.

#### **Physical Education 11A-B. Activity for Freshman Physical Education Majors (1-1).**

Sports: Games of low organization; elementary folk dancing.

Fall semester—Hockey, basketball.

Spring semester—Volleyball, baseball.

This course alternates with Physical Education 12A-B. Course 11A-B and 12A-B are intended to give the students opportunity to acquire skill in the activities included. (Not offered in 1934-1935.)

#### **Physical Education 12A-B. Activity for Sophomore Physical Education Majors (1-1).**

Sports: Games of low organization; elementary clog dancing.

Fall semester—Soccer, speedball.

Spring semester—Handball, horseshoe pitching, badminton, deck tennis, shuffleboard, table tennis.

#### **Physical Education 13. Gymnastic Activities (1).**

This includes practice in apparatus, free exercise, marching, pyramid building, stunts and tumbling. Spring semester.

#### **Physical Education 14. Elementary and Intermediate Swimming (1).**

Fall semester. (Not offered in 1934-1935.)

**Physical Education 15. Scouting (1).**

Girl Scout leadership course, conducted by a leader from the Girl Scout organization. Fall semester.

**Physical Education 17. Advanced Folk and Clog Dancing (1).**

Fall semester.

**Physical Education 18. Natural Dancing (1).**

Spring semester.

**Physical Education 21. Hockey and Basketball ( $\frac{1}{2}$ ).**

Practice and class competition. Fall semester.

**Physical Education 22. Volleyball and Baseball ( $\frac{1}{2}$ ).**

Practice and class competition. Spring semester.

**Physical Education 42. Kinesiology (2).**

For description, see physical education courses for men, page 120.

**UPPER DIVISION COURSES**

**Physical Education 113-19. Technique of Teaching Sports (2 units each).**

115. Soccer, speedball. Fall semester.

114. Volleyball, baseball. Spring semester.

119. Archery. Fall semester.

117. Swimming. Fall semester.

113. Hockey, basketball. Fall semester.

116. Gymnastic activities. Spring semester.

118. Dancing. Spring semester. Prerequisite: 17 and 18.

In each course a brief historical review of the particular activity is given, an analysis of fundamentals, methods of officiating with opportunity for practice, care of equipment, and discussion of other problems relative to each situation.

Prerequisite: Skill in the particular sport.

**Physical Education 121. Physical Examinations (1).**

A laboratory course applying the theories of examination with discussion of problems which arise from actual situations. Prerequisite, or parallel, Education 177. Spring semester.

**Physical Education 122. Theory of Individual Program Adaptation (3).**

A study of the physical conditions and deviations found in schools and methods of correction, or adaptation of the activity to the individual's need. Fall semester.

**Physical Education 130. Administration of Physical Education (3).**

Problems of organization and administration of physical education for women. Spring semester.

**Physical Education 150. Principles of Physical Education (2).**

For description, see physical education for men, page 120.

**Physical Education 160A-B. Junior Elective Activity ( $\frac{1}{2}$ - $\frac{1}{2}$ ).**

In the junior and senior years, activity may be chosen from the following list. The same activity may be chosen as long as desired, providing the student can first show evidence, by test, of proficiency in at least two of the listed sports.

Tennis

Golf

Archery

Horseback riding

Boating

Dancing

Combination of deck tennis, badminton, handball,  
horseshoe pitching, shuffleboard.

**Physical Education 161A-B. Senior Elective Activity ( $\frac{1}{2}$ - $\frac{1}{2}$ ).****Education 192 (P.E.). Directed Teaching (2-2).**

Two additional units of directed teaching are required in the minor. See courses in education, page 67.

# PSYCHOLOGY AND PHILOSOPHY

---

## PSYCHOLOGY

Dr. Bishop

### **Freshman Problems (1-1).**

This course, required of all freshmen, is concerned with the consideration of the problems involved in personal and academic adjustments to college life and work. Its main purpose is the development in the student of reasoned attitudes toward the problems of collegiate experience. Year course.

### **Psychology 1. General Psychology (3).**

A beginning course in general psychology which aims to introduce the student to the methods and techniques of psychological study, and to current theories concerning basic psychological principles. Lectures, demonstrations, class discussions and recitations are used. Offered fall and spring semesters of the sophomore year.

A college course in biological science, preferably physiology, is strongly recommended as prerequisite.

### **Psychology 10A-B. Applied Psychology (3-3).**

An elective course will be offered in alternate years covering some applied aspects of psychological principles. Animal psychology, social psychology, business psychology, are suggested as types of work which will from time to time be offered.

Prerequisite: Psychology 1, or equivalent. (Not offered in 1934-1935.)

## PHILOSOPHY

### **Philosophy 4A-B. History of Philosophy (3-3).**

The development of philosophical ideas and the course of philosophical thought from the early Greek period to modern times.

## SCIENCE DEPARTMENT

---

Miss Severy

Mr. Peters  
Miss Sweet

Mr. Walker  
Mr. Wells

### MINORS IN SCIENCE

The science department offers courses in biological and physical science to meet the state and institutional requirements, and to serve the needs of the several major departments. It does not offer a science major, but does offer a considerable choice in minors.

#### Minor—Zoology

Lower Division—	Units
Science 60A-B—General Zoology-----	10
Science 40B—General Botany -----	4
	—
	14
Upper Division—	
Science 160—Nature Study -----	3
Science 170—Principles of Biology-----	3
	—
	6

#### Minor—Botany

Lower Division—	
Science 40A-B—General Botany -----	8
Science 65—Introductory Zoology-----	3
	—
	11
Upper Division—	
Science 160—Nature Study -----	3
Science 170—Principles of Biology-----	3
	—
	6

These minors are set up on the assumption that the student has had chemistry or physics in high school. Students who do not present credit in high school chemistry or physics will, in addition to the lower division requirements outlined above, complete Science 1A, Elementary Inorganic Chemistry, 3 units, or Science 20A, Elementary Physics, 3 units.



Minor—Physiology

	Units
Lower Division—	
Science 1A-B—General Inorganic Chemistry-----	6
Science 50A-B—Physiology -----	6
	12
Upper Division—	
Science 150—Advanced Psysiology -----	3
Science 170—Principles of Biology, or	
Science 155—Bacteriology -----	3
	6

Minor—Chemistry

Lower Division—	
Science 1A-B—General Inorganic Chemistry, or	
Science 2A-B—General Inorganic Chemistry-----	6
Science 5—Organic Chemistry-----	6
	12
Upper Division—	
Science 100—Physiological Chemistry, or	
Science 105A—Quantitative Analysis-----	3
Science 101A—Food Chemistry-----	2
Science 101B—Textile Chemistry -----	2
	7

Minor—General Science for Junior High School

Lower Division—	
Science 20A-B—Physics -----	6
Science 1A—Chemistry -----	3
Science 50A—Physiology -----	3
	12
Upper Division—	
Science 115—Science for Junior High School-----	3
Science 121—Advanced Physics-----	3
	6

Suggested Program in Natural Science for Kindergarten-Primary and  
Elementary Teachers-in-Training

First year—Botany 40A, fall semester; Zoology 65, spring semester.  
Second year—Physiology 50A; also 50B as an elective if desired.  
Third year—Science 160—Nature Study.

**DESCRIPTION OF SCIENCE COURSES****PHYSICAL SCIENCE****Chemistry****LOWER DIVISION COURSES****Science 1A-B. General Inorganic Chemistry (3-3).**

Comprising a systematic treatment of elementary principles and of the properties of the more important elements and their compounds. Open to all students. Two lectures and one laboratory period a week.

**Science 2A-B. General Inorganic Chemistry (5-5).**

Prerequisite: Any two of the following: high school chemistry, physics, trigonometry or grade of "A" in high school chemistry. Three lectures and two laboratory periods a week.

**Science 5A-B. Organic Chemistry (3-3).**

Study of different carbon series, fats, carbohydrates, proteins, benzene compounds, and dyes. Two lectures and one laboratory period a week.

Prerequisite: Science 1A-B or Science 2A-B.

**Science 6. Shop Chemistry (3).**

This course will include an elementary study of the reactions involved in the production and use of such materials as metals, alloys, building materials, paints, oils, cement, fuels, etc. For students in industrial education who have credit in Chemistry 1A or 2A. Two lectures and one laboratory period a week.

**UPPER DIVISION COURSES****Science 100. Physiological Chemistry (3).**

Study of the chemical composition and action of the tissues and secretions of the human body, the digestion of foods and the elimination of waste products. Open to students who have completed Courses 1 or 2 and 5. Two lectures and one laboratory period a week.

**Science 101A-B. Food and Textile Chemistry (2-2).**

This course takes up the physical and chemical laws, composition and purity of foods and textile fibers. Two lectures and one laboratory period a week.

Prerequisite: Science 1 or 2 and 5.

**Science 102. Advanced Textile Chemistry (2).**

(Not offered in 1934-1935.)

**Science 103. Science of Dyes and Dyeing (2).**

One lecture and one laboratory period a week.

**Science 105A-B. Quantitative Analysis (3-3).**

Introductory training in the methods of quantitative analysis of various materials, acids, bases, salts, alloys, and minerals. Open to those who

have completed Courses 1A, 1B, and 5A or 2A and 2B. One lecture and two laboratory periods per week.

**Science 115. Science for Junior High School (3).**

Covers the different phases of junior high school general science; includes study of subject matter, sources of subject matter, use of field and laboratory work, equipment and texts.

Prerequisites: 6 units of physics, 3 units of chemistry and 3 units of a biological science.

**Science 180. Advanced Problems in Physical Science (1-3).**

Hours and credit by arrangement.

### Physics

#### LOWER DIVISION COURSES

**Science 20A-B. General Physics (3-3).**

Definitions conversion factors, problems, formulae covering mechanics, molecular physics, heat and sound.

Prerequisites: High school physics or chemistry, trigonometry; 1½ years high school algebra.

#### UPPER DIVISION COURSES

**Science 121. Advanced Physics (3).**

Electricity, magnetism, sound and light. Two lectures and one laboratory period per week.

Prerequisites: Science 20A-B, 2A-B.

### BIOLOGICAL SCIENCE

#### LOWER DIVISION COURSES

**Science 40A-B. General Botany (4-4).**

Fundamentals of the morphology and physiology of seeds, roots, stems, leaves, flowers and fruits. An introduction to the principles of plant taxonomy. Lectures, laboratory and field work in close correlation. Two lectures and two laboratory periods a week.

**Science 50A-B. Elementary Physiology (3-3). Science 50B (Anatomy).**

A general study of the structure and functions of the body with special reference to muscles, nervous system, sense organs, circulation, respiration, digestion, excretion and metabolism. Science 50A is offered each semester. Science 50B is offered spring semester only. Two lectures and one laboratory period a week.

**Science 51A-B. Elementary Physiology and Bacteriology (3-3).**

An elementary course designed for home economics students. It includes a general study of the structure and functions of the body as in

the course 50A-B. The work is so arranged that in addition to physiology the second semester includes nine weeks of bacteriology. During this time a brief consideration of the morphology and physiology of the more important types of nonpathogenic yeasts, molds, and bacteria is undertaken, together with practice in the laboratory technique necessary for such study. Especial attention will be given those organisms concerned with dairy and food bacteriology, soil fertility, sanitation, etc. Preliminary courses in chemistry and biological science are recommended. Two lectures and one laboratory the first semester, and one lecture and two laboratories the second semester.

**Science 60A-B. General Zoology (5-5).**

The study of representatives of the principal groups of animals. Lectures, laboratory, museum and field work. A thorough foundation in the classification, structure, ecology and economic importance of animal types. Three lectures and two laboratory periods a week.

**Science 65. Introductory Zoology (3).**

A practical general survey of the animal kingdom, emphasis being laid upon types of economic and civic importance. Two lectures and one laboratory period a week. Spring semester.

**Science 70. Marine Biology (3).**

An introduction to the study of salt-water organisms, particularly those found along the California beaches at low tide. Recognition of "sea weeds" and marine animals by common and scientific names, together with some conception of their relative importance in the scheme of life, are objectives. A general working knowledge of typical body structures and functions should be attained. Qualified students will be encouraged to undertake ecological studies and distribution surveys of local flora and fauna.

Frequent excursions to beaches in the vicinity (subject to tidal fluctuations) permit of field observations under favorable environmental conditions. Methods of collection and preservation of material for classroom demonstration are a feature of the course. Lectures, group discussions and laboratory study closely correlated. Open to all students. Two lectures and one laboratory period a week.

UPPER DIVISION COURSES

**Science 150. Advanced Physiology (3).**

A laboratory course which treats the functions of the body in greater detail than was possible in the elementary course 50A-B. Special emphasis will be given the fundamental phenomena and their interpretation. The plan of the course will be flexible to meet the needs and interests of the students. One laboratory and two lecture periods a week. Fall semester.

Prerequisite: 50A-B. Previous courses in chemistry or physics.

**Science 155. Bacteriology (3).**

A laboratory and lecture course covering the morphology, physiology and methods of handling microorganisms. Representatives of the most

important forms of bacteria, yeasts and molds will be studied with emphasis on their relationship to soil fertility, dairy products, sanitation and industries. The importance and nature of pathogenic forms in disease production will be considered. One lecture and two laboratory periods a week. Spring semester.

Prerequisite: One or more courses in biological science and a knowledge of chemistry.

### **Science 160. Nature Study (3).**

The biological phases of primary, elementary and junior high school curricula; involving a resumé of content material, with emphasis upon units of economic and civic importance, interspersed with laboratory study of pupil-interest centers. A philosophy of natural science presentation is built up, presenting a grade continuity of instruction through organization of the science sequence on a graduated scale.

Required course in the upper division for students desiring a minor in biological science, as well as for kindergarten-primary, elementary and junior high school teachers-in-training. Three lecture periods a week. Spring semester.

### **Science 170. Principles of Biology (3).**

An advanced course. The distribution, behavior, characteristics, and evolution of plants and animals, including man; leading to generalizations of biological theory and principle. Lectures, museums and individual field investigations. Open to students who have had a year's work in botany, zoology or physiology. Three lecture periods a week. Fall semester.

### **Science 181. Advanced Problems in Biological Science (1-3).**

Hours and credit by arrangement.

## SOCIAL SCIENCE DEPARTMENT

---

Miss Bennink

Dr. Ellison

Dr. Ganzert

Dr. Scanlan

### HISTORY MAJOR

#### General Requirements for Graduation with a Major in History.

Candidates for degrees with a major in social sciences must fulfill all the state board and institutional requirements which are set forth on pages 31, 32.

#### Specific Requirements for History Majors.

	Units
a. Foreign language requirement-----	15
b. Social science requirements in lower division-----	12

These must include History 2A-B or 3A-B, and Political Science 1A-B or Geography 1 and 2 or Economics 1A-B or Sociology 1A-B. Students who have not had at least two years of European history in high school must take History 2A-B.

History 2A-B is designed especially for freshmen, but is open to sophomores. History 3A-B is designed for sophomores and is not open to freshmen.

Political Science 1A-B or Geography 1A-B or Sociology 1A-B may be taken in the freshman year. Economics 1A-B is a sophomore subject and is not open to freshmen except in special cases, and only after consultation with the head of the social science department.

#### Course in American Institutions.

Political Science 1B (or its equivalent) must be completed by all candidates for the degree of B.A., except those who complete History 102A-B.

- |   |          |
|---|----------|
| c. Maximum units which may be taken in history----- | 40 units |
| d. Additional year course.                          |          |

At least six units in one of the following groups:

- (1) Foreign language (additional to a).

This may be satisfied in whole or in part in the high school, provided the language be Latin.

- (2) Mathematics: Plane trigonometry, spherical trigonometry, plane analytic geometry, college algebra, introduction to calculus.

This may be satisfied partly in the high school.

- (3) Philosophy.



e. Courses in education.

At least 12 units of professional courses in education must be completed by students in the presecondary teachers' course. Students desiring a junior high school credential must consult the department head as to the Education program to be followed.

f. Units required in upper division:

Sixty to 64 of the 124 units required for graduation must be completed after the student has been admitted to upper division.

Forty units of work done by upper division students must be in strictly upper division courses.

Maximum history units allowed toward B.A. degree after student has attained upper division standing will be 30 units.

Twenty-four units of upper division work in history are required. Of the 24 units, six must be in European history and six in United States history. Six units of the 24 may be taken in political science or in economics.

The head of the department must be consulted by history major students in making out programs.

g. Senior transfers to the college.

Students with senior standing at the time of admission who transfer to the college from other institutions must complete at least 18 units in upper division courses, including at least 12 units in history.

h. Minor.

Each candidate for graduation with a major in history must complete a minor in a subject usually taught in high school.

The minor should be selected under advice from the social science department head. The courses chosen to make up the minor must be approved by the head of the minor department. Suggested minors may be found in the department sections of this bulletin.

i. Electives.

After the state and departmental requirements have been met, the remaining units may be selected from approved academic courses, after consultation with the head of the social science department.

j. Scholarship in the department.

The student must attain an average grade of C in all courses offered as a part of the major.

Students who fail in the lower division to attain an average of C in the social science department may, at the option of the department, be denied the privilege of a major in the department.

## MINORS IN SOCIAL SCIENCE

**History**

## Lower Division—

History 2A-B—History of Western Europe-----	Units	6
Other Social Science-----		6

## Upper Division—

Upper division History-----		6
-----------------------------	--	---

**Economics**

## Lower Division—

Economics 1A-B—Principles of Economics-----		6
Other Social Science-----		6

## Upper Division—

Economics 105—Problems of Modern Industrialism-----		3
Economics 180—Industrial History of the United States-----		3

**Political Science**

## Lower Division—

Political Science 1A-B—Government-----		6
Other Social Science-----		6

## Upper Division—

Political Science 121—International Relations I-----		3
Political Science 122—International Relations II or		
Political Science 155 or 157-----		3

**Sociology**

## Lower Division—

Sociology 1A-B—Elements of Sociology-----		6
Other Social Science-----		6

## Upper Division—

Sociology 120—Family Relations-----		3
Economics 105—Problems of Modern Industrialism-----		3

## DESCRIPTION OF COURSES IN SOCIAL SCIENCE ECONOMICS

### LOWER DIVISION COURSES

#### **Economics 1A. Principles of Economics (3).**

A general course in the principles of economics.

#### **Economics 1B. Applied Economics (3).**

Application of the principles of economics, and a study of important problems of the economic world.

### UPPER DIVISION COURSES

#### **Economics 101. Labor Problems (3). (Not offered in 1934-1935.)**

#### **Economics 105. Problems of Modern Industrialism (3).**

#### **Economics 142 (I. E.). Study of Occupations (3).**

A survey of the fields of human occupations and a study of opportunities and requirements in these fields.

#### **Economics 180. Industrial History of the United States (3).**

A study of the economic development and industrial history of the United States.

## GEOGRAPHY

#### **Geography 1A. Fundamentals of Modern Geography (3).**

A development of the underlying principles of human geography through a study of the main features of the physical environment in their relationship to man's life and activities, particularly as exemplified in type regions.

#### **Geography 1B. Regional and Economic Geography (3).**

Prerequisite: Geography 1. A study of selected regions with wide application of the principles of human and economic geography.

## HISTORY

### LOWER DIVISION COURSES

#### **History 2A-B. History of Western Europe (3-3).**

The development of western civilization from the eve of the Protestant Revolt to the present time. A study of the political, economic, and social background of present-day civilization.

#### **History 3A-B. History of the Americas (3-3).**

A survey of the history of the Americas from the periods of discovery and colonization to the present time. Emphasis is placed upon factors and relationships which have significance for the whole western hemisphere.

**History 5A-B. History of England (3-3).**

A survey of the political, constitutional, economic, and cultural history of the British Isles. (Not offered in 1934-1935.)

**UPPER DIVISION COURSES**

Prerequisite for all upper division courses: History 2A-B or 3A-B or 5A-B, or an equivalent at the option of the instructor.

**History 102A-B. History of the United States (3-3).**

A study of the political, social, and constitutional history of the United States.

**History 111A-B. Modern European History Since 1815 (3-3).**

A study of European political and social development and world relationships from the Congress of Vienna to the present day.

**History 130. History of the Middle Ages (3).**

(Not offered in 1934-1935.)

**History 131. History of the British Empire (3).**

The rise and development of the British Empire. The story of British expansion. (Not offered in 1934-1935.)

**History 142. History of Latin America (3).**

A study of the rise and progress of the Latin American nations.

**History 151. History of the Pacific Ocean Area (3).**

A survey of the activities of European peoples and of the United States in the Pacific Ocean and adjacent regions. A study of the struggle for political and economic leadership in the past, together with consideration of the present situation and problems in the area.

**History 162. Representative Men and Women (3).**

A biographical approach to United States history. (Not offered in 1934-1935.)

**History 165. History of the Civil War and Reconstruction (3).**

History of the United States from 1852 to 1877. Enrollment is limited to 12 students admitted on the basis of scholarship and interest. The Lincoln Library is the laboratory and classroom for the work of the course.

**History 171. History of the United States in Recent Decades (3).**

Political, economic and social development of the United States from 1876 to the present time. (Not offered in 1934-1935.)

**History 175. History of American Expansion (3).**

A study of the expansion of American territory, commerce and influence both in North America and throughout the world since 1783. (Not offered in 1934-1935.)

**History 185. History of California (3).**

**History 190. Historical Method and Historiography (2).**

Required of all history majors in the junior year.

**History 191. Junior High School Social Science (3).**

To be taken in the junior year by prospective teachers in junior high school social science.

*Not acceptable as part of history major or minor requirements.*

**POLITICAL SCIENCE**

**LOWER DIVISION COURSES**

**Political Science 1A. Government (3).**

A comparative study of the governments of Great Britain, France, Switzerland, Germany and Russia.

**Political Science 1B. Government (3).**

A study of the constitution and government of the United States. This course satisfies the state requirement in constitution and American ideals, and is required of all students.

**UPPER DIVISION COURSES**

**Political Science 121. International Relations I (3).**

Imperialism. (Not offered in 1934-1935.)

**Political Science 122. International Relations II (3).**

International organizations. (Not offered in 1934-1935.)

**Political Science 125. The United States Constitutional System (3).**

An advanced course in constitutional law and government.

**Political Science 155. Foreign Relations of the United States (3).**

An analysis of the principles of American foreign policy and of their application.

**Political Science 157. International Relations of the Far East (3).**

A critical study of the relations of China and Japan with each other and with western powers.

**SOCIOLOGY**

**LOWER DIVISION COURSES**

**Sociology 1A-B. Elements of Sociology (3-3).**

A study of the underlying principles of society with application to present-day problems.

**UPPER DIVISION COURSES**

**Sociology 120. Family relations (3).**





# INDEX

	Page
Absence and honorable dismissal-----	30
Admissions -----	21
Advanced standing-----	22
Administrative officers-----	5
Alumni -----	20
Appointment Bureau-----	19
Art—	
Requirements for degree and credential-----	43
Description of courses-----	49
Suggested major program-----	47
Minors in art-----	48
Technical art courses-----	44
Biological science courses-----	131
Buildings and campus-----	14
Calendar for 1934-1935-----	6
Classification of students-----	26
College Elementary School-----	15
Credentials and certificates to teach—	
General requirements-----	39
Curricula leading to certification-----	39
Kindergarten-primary -----	54
Elementary -----	40, 55
Junior high school-----	40, 57
Combinations -----	55, 56
Special and secondary-----	40
Administration and supervision-----	41, 42
See also Art, Education, Home Economics, Industrial Educa- tion, Physical Education departments.	
Degrees—	
State Board requirements-----	31, 35
Institutional requirements-----	31
Dismissal, honorable-----	30
Disqualification -----	29
Dropped subjects-----	29
Economics courses-----	137
Education—	
Requirements for degree and credentials-----	53
Majors -----	54
Suggested major programs-----	59
Kindergarten-primary education-----	54
Elementary education-----	55
Junior high school education-----	57
Description of education courses-----	62
See also Credentials and certificates.	
Eligibility for student offices-----	18
Employment -----	17
English—	
Requirements for degree-----	69
Suggested major program-----	72
Description of English courses-----	74
Minor in English-----	73
English A-----	71
Comprehensive final examination-----	71

	Page
Examinations .....	23, 30
Faculty, 1933-1934 .....	9
Failures .....	28
Fees .....	24
Foreign Languages—	
Description of courses .....	79
Minors in foreign language .....	80
Freshman problems .....	35, 127
Geography courses .....	137
Grade points .....	28
Graduation requirements .....	31
Health service .....	19
History majors and minors .....	134
History courses .....	137
Home Economics—	
Requirements for degree and credentials .....	81
Suggested program, major in Home Economics education .....	83
Minors in Home Economics .....	86
Description of courses .....	87
Incomplete work .....	29
Industrial Education—	
Requirements for degrees and credentials .....	91
Suggested major program .....	94
Minors in Industrial Education .....	97
Description of courses .....	99
Limited credential .....	96
Supervisor's credential .....	96
Library .....	15
Living accommodations .....	16
Loan funds .....	17
Lower Division—	
Classified and unclassified students .....	26
Degree requirements in lower division .....	35
Curriculum in lower division .....	34
Beginnings of majors and minors .....	36
Typical lower division program .....	37
Mail .....	20
Majors—	
Definition .....	32
Changing a major field .....	32
See also Art, Education, English, History, Home Economics and Industrial Education departments.	
Mathematics—	
Description of courses .....	108
Minors in mathematics .....	108
Minors—	
Definition, choice .....	32
Art .....	48
Economics .....	136
Foreign Language .....	80
History .....	136
Home Economics and Household Arts .....	86
Industrial Education .....	97
Mathematics .....	108
Music .....	111
Physical Education .....	115
Political Science .....	136
Science .....	128
Sociology .....	136
Music—	
Description of courses .....	110
Minors .....	111

	Page
Part-time students-----	26
Philosophy—Description of courses-----	127
Physical Education—	
Requirements for degrees-----	113
Credentials-----	115
Majors in physical education-----	114
Suggested major program, men-----	117
Suggested major program, women-----	118
Minors in physical education-----	119
Description of courses, men-----	120
Description of courses, women-----	124
Physical Sciences—Description of courses-----	130
Political Sciences—Description of courses-----	139
Presecondary curriculum-----	40
Probation-----	29
Programs and petitions-----	27
Provisional students-----	26
Psychology—Description of courses-----	127
Registration procedure-----	23
Regular students-----	26
Scholarship standards-----	27
Scholarships-----	17
Science—	
Biological sciences, description of courses-----	131
Physical sciences, description of courses-----	130
Minors in science-----	128
Social and recreational activities-----	18
Social Sciences—	
Requirements for degree, history major-----	134
Description of courses-----	137
Minors-----	136
Sociology courses-----	139
Special students-----	26
Student activities-----	17
Social recreational-----	18
Athletic-----	18
Summer session-----	20
Teaching credentials-----	39
Unclassified students-----	26
Unit, definition-----	27
Upper Division requirements-----	38
Withdrawals-----	29





















UNIVERSITY OF ILLINOIS-URBANA



3 0112 102103337